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ABSTRACT

This volume contains a compilation of 68 abstracts by presenters from various nations at a 5-day conference on the first year college student experience. Among the topics considered were: advising and assessment programs; preparing freshmen for work, family, and private life; integrating reentry women in the college community; evaluating organizational culture; male-female differences for research and applications; Islamic education and central Asia; developing life goals; critical thinking instruction; advising for minority engineering students; leadership for social responsibility; non-technical subjects in an engineering curricula; multiculturalism in South Africa; Freshman-Year programs at 2-year colleges; realizing induction objectives; student diversity as a common denominator; and encouraging faculty involvement. Most abstracts describe programs developed at institutions represented at the conference. Those institutions were primarily from the United States but colleges and universities from Hong Kong, Malaysia, Sweden, Norway, South Africa, United Kingdom, Ireland, Latvia, and Australia were also represented. Nearly all abstracts contain addresses and telephone numbers of the presenter or of contact persons for further information. (JB)

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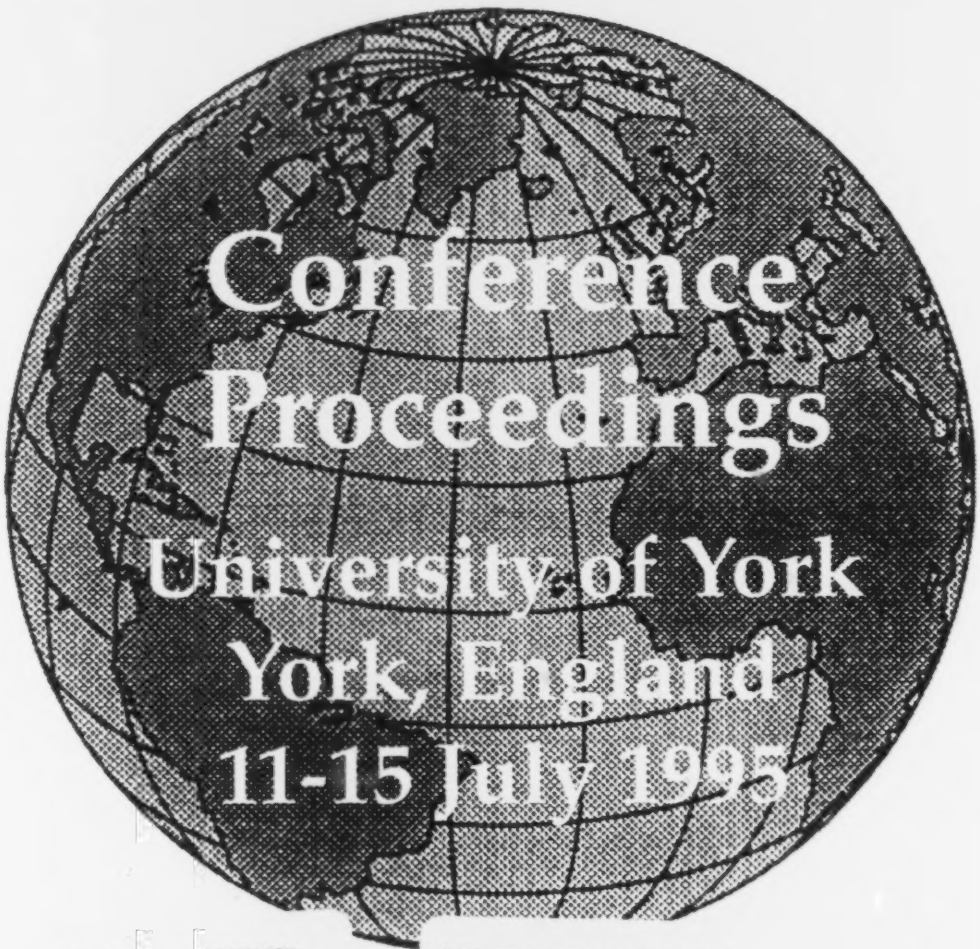
The First-Year Experience®

Global Perspectives on The First-Year Experience



Conference Proceedings

University of York
York, England
11-15 July 1995

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Conference Proceedings

The Eighth International Conference on The First-Year Experience was held July 11 - 15, 1995. During the five-day conference, educators met in York, England to concentrate on the foundations for improving the undergraduate experience. This *Proceedings* has been produced primarily for those who attended the conference hosted by the University of South Carolina's University 101 program, National Resource Center for The Freshman Year Experience and Students in Transition, and The University of Teesside.

This publication contains a compilation of abstracts written by the individual presenters of the concurrent sessions. Each abstract is designed to give the reader a succinct statement of each program and to provide the name, address, and telephone number of the person to contact for additional information.

The conference staff hopes that you will find the *Proceedings* helpful as you continue your challenging work with the first-year experience.

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BRADFORD COLLEGE
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Marc Mannheimer
Professor of Art

Perry Glasser
Professor of English

Under a PEW Charitable Trusts' grant awarded to Bradford College, a liberal arts college of 600 students that is known for its educational plan, The Bradford Plan for a Practical Liberal Arts Education, Bradford College has designed an advising/assessment portfolio program. This program, focused on first- and second-year students' documentation of learning and development in six areas, acquisition and application of knowledge, communication skills, critical thinking, global understanding, personal responsibility, and social understanding, has been designed to address the diverse learning styles of our students, international, traditional, non-traditional, students with mild learning disabilities, and to require them to represent their learning through entries in a portfolio, a summary evaluation, and a team evaluation.

Specifically, 8-10 students meet periodically with a portfolio advisor during their first two years at college. Group meetings orient them to college, assist them with time management, engage them in group discussion about social issues, such as diversity, and have them present work they are doing both in the curriculum and co-curriculum that demonstrates progress towards the College's learning and development goals. Among the kinds of work that students include are videos, drafts of papers, paintings, proposals or reports, certificates of accomplishment, journals, documentation of participation in significant activities or events that further their understanding or cause them to apply knowledge, theories, principles. Focus is on how the learner is able to identify progress towards our goals, not on how the advisor identifies progress.

During the spring of their second year, students prepare for their portfolio review: they decide which entries they wish to include that best demonstrate progress towards our goals; they write a self-evaluation; they appear before a review team consisting of two faculty and one upperclass student. Portfolio students either pass or fail their portfolios. If they

pass, they are formally accepted into their major; if they fail, they must address areas of weakness and schedule another review once they feel they have addressed those weaknesses.

We designed this program to develop students' ability to self-evaluate as part of our preparation of them as lifelong learners. In addition, we believe that individuals learn and process differently; thus we wish to empower students to identify how they have learned, rather than to focus on what we teach.

As part of our presentation, we'll conduct a workshop demonstrating innovative methods and how we stimulate students to connect and articulate their learning in the curriculum and co-curriculum.

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Mary Oestereicher
Associate Professor

Kathleen Gover
Assistant Dean, Undergraduate
Brooklyn College

PREPARING FRESHMEN FOR WORK/ FAMILY/PRIVATE LIFE IN THE 21ST CENTURY: CHANGES AT THREE COLLEGES IN TWO COUNTRIES

How can colleges most effectively educate young students entering their adulthood at the threshold of the 21st century? Traditional ways of training their minds and conveying information do not provide the whole answer in an era when the speed of change in the work family dynamic is exceeded only by the speed of change in the workplace itself. The stakes have never been higher for the effort to develop creative life-long learners who are committed to sound values and able to work with others. Graduates facing rapid social change may be unable to rise to these challenges unless colleges do two things now: 1) plan the undergraduate curriculum and cocurriculum in anticipation of their needs, and 2) develop institutional processes to ensure the necessary continuous improvement. We consider how three colleges in Great Britain and the US have addressed the need to change now for the future. with a focus on first yeaf programs.

Babson College, Wellesley, Massachusetts. Freshman Year Curriculum. Processes and Planning for Academic Affairs and Student Affairs.

Long rated the #1 undergraduate business college, Babson undertook last year a comprehensive curricular redesign by 60 faculty and began implementation of an experiential academic program for freshmen.

Brooklyn College, City University of New York. Core Curriculum. Peer Advisement and Academic Support.

Nationally acclaimed for designing and implementing an excellent core curriculum, this large public urban College instituted extensive peer approaches to academic guidance and support before, during, and after the freshman year.

University of North Wales, Bangor. Secondary School Preparation; Faculty Advisement.

By contrast with the two US institutions, the University is notable for the clarity of expectations established in students before college entry and for the richness of faculty/student interactions in the advisement process.

Text and further information available from Dean Kathleen Gover, Undergraduate Studies, Brooklyn College, Brooklyn, New York 11210.

Linking Interests, Needs, Knowledge, and Strategies for Academic Success: A Comprehensive First-Year Experience Program

Sharon L. Olson
Director, University Academic Projects

Introduction and Background

Like other urban campuses in California, California State University, Long Beach has experienced a marked change in the size, academic preparedness, and ethnic composition of its freshman class over the last three years. Since the fall of 1991, the number of first-time freshmen has declined; the average SAT score has fallen; and the ethnic profile has changed. It was already apparent by the spring semester of 1992 that this large (27,000 students), urban, comprehensive, multi-generational, multi-cultural, and multi-ethnic university must develop new strategies and programs to meet the needs of a freshman student population which had a 30.9 percent academic probation rate at the end of its first semester. It was also clear that these strategies should go beyond programs currently provided to increase student success.

As a result, faculty and staff formed an *ad hoc* group to discuss intervention and retention strategies and to develop a pilot program to implement these strategies. The group concluded that the university needs a multi-divisional (Academic Affairs and Student Services) approach to the problem. This approach should include: 1) sound initial academic advising and orientation to campus life; 2) an academic introduction to the purpose and role of universities, the attributes of an educated person, and strategies to achieve academic and life goals (University 100); and 3) guaranteed placement in a cluster of appropriate General Education courses. The group also concluded that selection of faculty to teach these General Education courses who were willing to act as mentors to freshman students was critical to increasing retention.

LINKS Pilot Retention Program

In response to the findings of the *ad hoc* group, a pilot program, LINKS (Linking Interests, Needs, Knowledge, Strategies), was initiated beginning with the fall 1992 semester. Approximately 260 incoming freshmen, out of the total population of 1,790, formed the basis of the LINKS pilot program. The students were enrolled according to their majors in "linked" sections of University 100 and English Composition or Elementary Logic. At the end of their first semester, the students who were "linked" had higher overall GPAs and lower probation rates than students who were not "linked." For the students who were enrolled in University 100 and English 100, the probation rate (7.5%) was *significantly* below the average for all incoming freshmen (27.8%).

Faculty found this initial experience exciting yet challenging. Since none of them had ever taught "all freshman" class sections, they had difficulty with classroom behavior, late assignments, and class attendance. By meeting together and discussing the problems, they began to develop strategies to compensate for the lack of juniors and seniors who normally served as role models. Their experience pointed out the need for faculty development sessions as an integral and on-going part of the LINKS program.

1993-94 LINKS Program and Evaluation

Based on these results, beginning with the fall 1993 semester at least two "linked" General Education class sections were reserved for *all* new freshmen who were not part of such other university special programs as the Honors Program or the Learning Alliance (a learning

community based in the College of Liberal Arts). This university support made it possible to link approximately 1,400 students in such existing introductory courses as U.S. History, American Government, World Geography, English Composition, Music Appreciation, World Religions, General Psychology, and Contemporary Health Problems. The students were again enrolled in the required University 100 course as cohorts according to their intended major. As a result of student requests to be "linked" for two more semesters, approximately 789 second semester freshmen took advantage of reserved seats in LINKS General Education courses for the spring 1994 semester. About 233 continuing freshmen enrolled in reserved courses for the fall 1994 semester.

Evaluation of the 1993-94 program was carried out using a variety of assessment methods. Faculty and students were regularly queried about their experience; grade point averages for select course sections were compiled and analyzed as well as individual student grade point averages; probation rates and dropout rates were examined; and the students were asked to fill out surveys at mid-semester of fall 1993 and the end of spring 1994 giving their opinions of how well the program was achieving its goals.

Faculty discovered that what was believed to be the best cluster of general education coursework in the first semester was, perhaps, not the best cluster for underprepared students—those with low SAT scores. Once again it became clear that most faculty who teach "freshman" courses had never taught these courses as *all* freshman sections. When asked to examine their grade rosters from previous semesters, they soon realized that the freshmen had always fallen primarily in the C, D, and F grade categories, while sophomores, juniors, and seniors who earned higher grades had created the appearance of a "normal" grade curve. At the end of the fall 1993 semester approximately 534 students or 26.6% of the entering freshman class was on probation. Again, it is believed that such intervention programs as LINKS accounted for the drop in the overall freshman probation rate even though the students were even less well prepared for college level coursework (as indicated by their SAT scores) than in the previous three years. It was also clear, however, that more careful and individualized advising and placement into General Education courses needed to occur.

Based, therefore, on the 1993-94 LINKS evaluation results (i.e., average course GPAs), new freshmen students were "linked" into fall 1994 courses using their SAT scores for placement. Incoming students who scored in the lowest one-third on the verbal SAT (200-350) were placed in such courses as pre-baccalaureate writing skills, speech, Music Appreciation, and World Religions. Students who scored in the middle one-third (350-400) were placed in such courses as pre-baccalaureate writing skills, speech, General Psychology, and Contemporary Health Problems. Students who scored in the highest one-third (410+) were enrolled in such courses as English Composition, American Government, and World Geography.

Through these initial efforts to respond to the needs of this increasingly underprepared student population, we have learned the necessity for a more comprehensive and institutionalized commitment to meet the students' academic, social, and emotional requirements. University-wide discussion of their difficulties has resulted in a renewed sense of energy which has generated numerous practical suggestions to address first-year student problems. It has become increasingly clear that many existing services (e.g., academic advising, study-skills workshops, psychological counseling, student services) need to be concentrated on first-year students. In addition, sequenced courses for at least three semesters, plus cooperative learning experiences during the second year to help students make better informed major and career choices, need to be coordinated and implemented.

CSULB is in the process of redefining its investment in the success of first-year students. It believes that this effort will be an important first step in developing better skills, abilities, and perspectives to ensure student success at the university and in the global community. Upon completion, this approach at our large, urban, comprehensive university will translate more effectively into practice what the university says its responsibility is to the students it accepts. The best evidence of student success is the diploma; we believe that a student's initial success will provide a cost-effective and time-effective foundation for achieving that goal.

Sharon L. Olson
Director, University Academic Projects
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Founded in 1878

CHAMPLAIN COLLEGE

BURLINGTON, VERMONT 05402-0670

Nancy Boldt, Director
Champlain College Single Parents Program

Purposeful Play: Experiential Activities for Integrating Reentry Women Into the College Community

Champlain College's Single Parents Program is a collaborative effort between a postsecondary educational institution and the state of Vermont's Departments of Education, Social Welfare and Employment & Training. The program is designed to assist low-income women become self sufficient through higher education.

Single-parent students entering the college have different characteristics than traditional students and Champlain delivers a unique set of supports to help them succeed in college. The majority of students are women with an average age of 25 years. Many are first-generation college students from families with multi-generational welfare dependency. Some are women who became pregnant as teens, and some are divorced. Most have been out of school for some time and are fearful about entering the academic institution.

The number of older, reentry women attending higher educational institutions is predicted to grow substantially in the future. This session will focus on experiential activities which have been used successfully during an intensive summer orientation designed specifically to address the needs of these reentry women, many of whom possess low self esteem and are likely to fear failure.

Single-parent students have multiple, ongoing roles and responsibilities outside of school. Champlain's intensive summer orientation for single parents helps students learn ways to deal positively with their new college environment while meeting family and home responsibilities. It also familiarizes these reentry women with the many academic opportunities and support services available to them both at the college and in the community.

Experiential activities are an integral part of the single parents' orientation session. Research has shown that specific issues are likely to influence the successful integration of these students into the college community. Activities are selected to address those issues, help students become aware of strategies they can use to cope successfully with the college experience, and to identify some of the stumbling blocks they are likely to experience during their first year. These experiential activities can be used successfully with all students to integrate them into the college community.

Creative play is used metaphorically to teach reentry women to trust, cooperate, organize, work in groups, believe in themselves, communicate, set goals, observe, cooperate and take new risks. The goal of these activities is to move people beyond the their perceived limits. Competition occurs against those limits rather than against each other. Through such play a sense of community is fostered along with a cooperative work attitude.

Participants in this workshop will engage in several of the experiential activities used in Champlain's single parents' summer orientation session. They will also be provided with information and handouts on some of the other important activities, such as gender equity, addressed during orientation. Participants should dress in comfortable clothes and come prepared to have fun.

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Grace Chow Chan Man Yuen
Director of Student Affairs

Coping with success : experience of first-year university students in Hong Kong

There were only two universities in Hong Kong five years ago. Supply of tertiary places in the Territory has always been under very tight control by the Government. Admission to universities is clearly a "success" by the Hong Kong standard. As a result of the rapid expansion in tertiary education in recent years, more freshmen students have found it difficult to cope with their newly acquired "success" in many ways. This presentation aims at reporting some of the major difficulties encountered by the freshmen students and introducing some of the programs at the Chinese University of Hong Kong designed for alleviating the same.

University places in Hong Kong have increased drastically in the past 5 years, from making provision for 7.9% of the age cohort in 1990 to 18% in 1995. The University Grants Committee has recently stipulated a territory-wide 3-year curriculum, as a result of which the Chinese University has to shorten its 4-year curriculum to 3-year. These have caused dramatic changes in university education, its contents, approaches and expectations. On the other hand, the student population has also become much more diversified, in terms of the levels of academic preparation, aspirations, motivations, as well as socio-economic backgrounds. Students who are less competitive in their academic abilities have now found themselves under tremendous stress. Coupled with the drastic change in learning approach (from a very programmed and examination oriented approach at high schools to a more creative and multi-appraisal approach at universities), not a few students have difficulties handling demands of a more independent and self-initiated studying style. While overwhelming emphasis has always been placed on academic excellence, lack of attention to the development of social skills and interpersonal relations has caused adjustment problems for some freshmen students. Impending changes in 1997 have led to varying degrees of apprehension in the political uncertainty of the Territory and rendered many students apprehensive of the job market awaiting them when they graduate. These are some of the major factors attributable to the higher level of stress experienced by to-day's university students in Hong Kong.

The Office of Student Affairs at the Chinese University of Hong Kong has, since the 80's introduced an annual First-year Student Survey to obtain more comprehensive background information of its freshmen. We also administered a Health Questionnaire to gauge the general physical and emotional state of the students with the aim of identifying the high risk group at an early stage. Preventive programs for providing intensive counselling sessions to these students are also implemented commencing in the first-year of their university studies.

This presentation also seeks to introduce the following programs organized on an annual basis for the new entrants to the University.

(A) First Year Survey

A questionnaire to collect background information on all new entrants including home environment, types of housing, family income, employment and education attainment of parents, future career aspirations, self-assessment of abilities etc.

(B) First Year Health Screening/Follow Up Programs

The administration of a Health Questionnaire with the aim of identifying students with high risk for psychological/emotional problems and the implementation of follow up programs.

(C) New Students Orientation

A live-in camp to help new entrants familiarize with the University. Old students will form themselves into squads of guidance leaders to provide assistance to new students.

(D) College Assemblies

The collegiate system at the Chinese University of Hong Kong makes it possible for all students to be affiliated to a college. During college assemblies, guest speakers from all walks of life will be invited and their presentations will help broaden students' perspectives, vision, moral as well as cognitive development.

(E) General Education Programs

All students are required to take a number of general education courses/programs which are outside the requirements of their major studies. These courses serve the purpose of overcoming intellectual provincialism and are also instrumental to students' overall development.

(F) Career Planning Programs for Junior Years' Students

These are programs on career education and career planning for students in their early years at university. The important message of early preparations, particularly in certain areas of core competencies, such as language proficiency, inter-personal skills, etc should be conveyed to students at an early stage to make it possible for them to improve themselves within a reasonable period of time before graduation.

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The session develops the theme of special teaching methods/student support systems by presenting an overview of two innovative courses designed to introduce undergraduate students from a four year ivy league institution and first semester students from an open door urban two year community college to the culture of learning in their respective post secondary institution. The link between the two courses has been forged by the instructors sharing of experiential curricular ideas, by students' writing from experience, by critical thinking activities involving instructor and students, and by student advisement and counseling to help them understand their shared responsibility with the instructor for taking action to facilitate teaching and learning. These linkages between instructors and students have yielded a collaborative teaching learning process.

The outcome of the two courses is personal growth for all parties involved - instructors and students. We hold the position that learning takes place when "true" teaching occurs. "True" teaching occurs between student to student, student to instructor, instructor to student, or instructor to instructor.

The session will discuss the development of the two course syllabi, assignments and evaluation strategies. Sample copies will be distributed for participant's review and discussion. Small groups will be formed during the session to build on these examples in order for participants to begin to design teaching methods and approaches appropriate to their target group and objectives. There will be time for feedback from the small groups so that perspectives and ideas from the participants can be shared.

12 CORNELL UNIVERSITY

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The presenters' goal is to stimulate collaboration among participants during and after the conference so that they, too, can enjoy and benefit from collaboration. The end result of these collaborative efforts is a stronger student support system.

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ETSU

East Tennessee State University

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Evaluating Organizational Culture to Improve Student Retention

Dr. Nancy Dishner
Associate Vice President for Admissions, Retention, and Enrollment Management

Being part of an institution which has developed and is implementing a major student retention effort, the most valuable lesson learned has been that advancements in helping students become more successful begin with a philosophical "grass roots" analysis of the culture of an organization. Unless there is a commitment to examining and restructuring the culture of an organization, a student retention program is certain to fall short of the goal.

The focus of this session will be to assist attendees in considering the culture of their campuses as it relates to a current or future student retention program. Using the work of Dr. Terry Deal, author of Corporate Cultures, and well known authority in the area of organizational culture, consideration will be given to the "lenses" through which "culture" should be viewed on our campuses: 1) needs; 2) goals and roles; 3) power; and 4) symbols.

Essential to the examination of a campus culture is consideration of the Mission of the campus. Discussions will center around identifying the institutions commitment to student service by reviewing the mission statement of the campus. Does, for example, the Mission focus on customer service, quality, teaching, student success, etc? Or, are these points conspicuous in their absence?

After consideration of the Mission, the session will focus on the process of change. Important to this consideration will be "getting where you want to go" in a positive and proactive manner. Basic elements of an effective change process will be considered.

Central to this session will be a theme of achieving institutional commitment to a student retention effort. Specifically, the focus will be on the role which must be played by the President of the institution. For attendees who already have committed CEOs, this part is simple. For the attendees who do not have the support for their CEO, the session will focus attention on "selling" the President on the importance of student retention.

A segment of the session will focus on the efforts at East Tennessee State University -- particularly, a "what we would do over again" and an "if we had only known" discussion. The presenter will share some of the more than 30 ETSU program initiatives. Additionally, a number of "common sense" initiatives will be shared.

The goal of the session will be to help attendees understand that achieving excellence in student retention begins with a personal commitment to quality.

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East Tennessee State University
Office of the Vice President for Academic Affairs • Box 70733 • Johnson City, Tennessee 37614-0733 • (615) 929-4219 • FAX: (615) 929-5800

Renewing General Education as a Critical Factor in Student Retention, Satisfaction, and Success

Dr. Bert C. Bach
Vice President for Academic Affairs

Unlike the enthusiasm departments normally commit to majors or "pre-majors," the response to general education is often that of an onerous duty. Responsibility for effective general education resides in the total institution - and it suffers from the truism "that which is everybodies business is no one's responsibility." Unless someone underscores the priority of general education programming, it becomes by default an unimportant student obstacle course to be endured, an unimportant separation from college's "real work" - excelling in the major. By contrast, General Education should be a permanent institutional strategy for engaging students, for enriching a campus environment, for strengthening academic proficiency that supports student retention and success, and for enhancing familiarity with broad areas of study that promote cultural literacy, critical thinking, and the appreciation of diversity.

The focus of this session will be to assist attendees to view renewal of General Education as a critical factor in student retention, satisfaction, and success. The focus will be on programming for change, building baseline data for determining future success, focusing resources, and building support in an institutional community.

To ensure that the focus explores practical strategies for encouraging institutional change and the building of a supportive community for students, the session will address these specific issues:

* What leadership is required to convert institutional inertia and weak commitment to General Education?

* How can an emphasis on writing, oral communication, using mathematics, and using information technologies be supported and directed toward student success?

* What data can we use to determine whether our General Education programs are making a difference in student success?

* How can resources committed to General Education be focused more clearly on goals for student learning and success?

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EMBRY-RIDDLE
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Male-Female Differences: Research and Applications

Nancy Eliot Parker, Ed.D, Presenter

Humans have lived in agricultural societies for only the last 8 thousand years of their history. Prior to 6000 B.C.E., humans were hunter-gatherers. Our evolutionary niche involved a specialization based on the most elemental male-female difference: females bear young. Males hunted, a specialization that supported the importance of hierarchy. Because of the limitations imposed by pregnancy and the care of young, females gathered food, a specialization which seems to have supported selection for language and socialization skills.

Recent technical developments have allowed non-intrusive research into brain differences between males and females. For example, MRI scans show that females develop larger corpus callosums by the 26th week of gestation. PET scans have revealed that females use both hemispheres of the brain and 20 per cent more energy than males when speaking. These and other differences can be seen to affect behavior.

Linguists, including Deborah Tannen, have added research on communications styles to the field. Both ecological niche and brain differences are revealed in differences in how and what males and females choose to communicate.

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Karen A. Becker, Ph. D.
adjunct faculty

THE DEVELOPMENT OF LEARNING SKILLS FOR THE NON-TRADITIONAL ADULT:
AN INVESTIGATION OF MEANING-MAKING
IN A COMMUNITY COLLEGE READING AND STUDY SKILLS COURSE

BACKGROUND
The course that is the home for this study was a Developmental Education department of a mid-western American community college. Students taking courses in this department have been required to enroll in specific classes based on a placement test or their own judgement of their basic educational strengths and weaknesses.

The larger conceptual framework for this study acknowledges the growing importance and need for study skills courses for students -- particularly the non-traditional students returning after a hiatus in schooling.

The driving motivation for this study of meaning-making lies in the paradox between my goals for a reading and study skills course -- 1) students learn course material, and 2) students develop an understanding about their own learning process -- and the students' apparent agenda to pass the course as if it were information that is separate from their success not only in my class but throughout their college careers. "Meaning-making" is defined as the internalization of information ranging along the following continuum: from a.) rote memorization of "inert knowledge" (Whitehead, 1929), "surface knowledge" (Caine and Caine, 1991), or "received knowledge" (Belenky et al, 1986) to b.) being able to talk about the material with a degree of metacognitive understanding as "subjective" or "procedural" knowledge (Belenky et al, 1986) to c.) the utilization of "constructed knowledge" (Belenky et al, 1986) or "deep meaning" (Caine and Caine, 1991).

The underlying problem that shaped my central research question stems from why students do not display in this class a deeper, more personal understanding of the concepts introduced in the course.

Based on Erickson's model for descriptive adequacy (1982), students' meaning-making process were inferred based on data generated both during and after the course. Five case studies were completed to follow up on students' "college success" after the course.

FINDINGS
The Development of Learning Perceptions Model emerged from the learners' perceptions and the taxonomies uncovered during data analysis and embodies two concepts -- perception and skill. The first operates within the cognitive domain, while the latter functions within the behavioral domain. While the Model's three perspective are developmental and somewhat linear, the non-traditional student works to varying degrees in both domains. In sum, students with the first perspective are ultimately concerned with retaining decontextualized facts, while the students with the second perspective metacognitively begin working on *how* to retain facts. Lastly, those at with the third perspective have learned to process information in a sub-conscious manner having internalized their learning process. In this final perspective, if students begin to struggle to learn material they switch into a self-monitoring mode of "this is when I need to be learning" and with varying degrees of effort, automaticity, and metacognition can internalize material. Bransford and Vye (1989) support this overall Model by stating, "A useful way to think about meaningful learning is to view it as a transition from memory to action" (p. 192).

A tension exists, however, when non-traditional student who are acting within the third perspective must function within a pedagogical context where the behavioral domain is dominant, i.e., schools. Traditionally, schools cater to the needs of students at the first perspective. Once students begin to engage learning with the third perspective they are less likely to exclusively operating within the behavioral domain again. That is, although students using the third perspective may engage in some of the same behaviors as those with other perspectives, the cognitive elements of their learning process are developed to the point that pure surface learning never manifests itself in the same way. Exception to this exists when non-traditional students are confronted with the following circumstances:

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- the context for learning the new information is very stressful,
- there is limited or no prior knowledge of the new topic,
- and/or the students are not at all interested and in fact opposed to the information in such a way that integration of the knowledge is impossible.

The relationship between cognitive/behavioral domains and perceptual development of the non-traditional student is brought into clearer focus when examined from the neuropsychological context discussed by Caine and Caine (1991) when elaborating on Paul MacLean's "Triune Brain Theory" (1969, 1978).

MacLean seems to believe, as I do, that the development of learning patterns coincides with the growth and reliance on the hierarchical structures of the brain. First, the reptilian brain functions ritualistically, and from a "fight or flight instinct;" this is relative to the first perspective of the Model in which student rely upon repetition and old learning behaviors. It isn't until the second part of the brain, the limbic system, kicks in that students realize that there is more to learning than repetitiously retaining facts. The limbic system houses the emotions which is equated with the second perspective of the Model in which learning becomes more internally grounded as awarenesses about learning and metacognition are awakened. Finally, the outer portion of the brain, the neocortex or "thinking brain," is responsible for adaptive behaviors. Rather than working from "reactive behaviors" of the reptilian brain, the adaptive behaviors allow for an increase in logical and formal operational thinking. When functioning from this larger part of the brain, like in the third perspective of the Development of Learning Perceptions Model, students plan, analyze, sequence and learn from errors. Facts are no longer seen as raw materials for a "learning machine" which are eventually rendered useless, but as "expressions of what people are capable of doing" and seen as meaningful and emancipatory to the learner.

IMPLICATIONS

The personal meaning-making process for the non-traditional at-risk adult learner seems to have roots in four issues: 1) the role of the instructor, 2) the role of time investment, 3) the rite of passage beliefs surrounding school, and 4) school/non-school learning.

The role of the instructor is clearly important to all the students interviewed for this study. Regardless of their perception of learning or the skill level, all informants regarded the instructor as an information-giver at some level. The instructor was also seen as being responsible for creating appropriate learning environments that promoted new thinking for the students. Several informants mentioned how they hated when an instructor could tell them what was wrong with their work or thinking, but offer no assistance in how to improve or correct it. Informants felt that it was important for the instructor to treat the learners as adults and relate information to real-life experiences. Interestingly, most informants viewed testing as a necessary part of the learning process, though they had preferences as to whether the tests were objective or essay/papers.

The role of the time students perceive they should invest in school is indicative of the perceptions the student has about learning. The student with the first perspective views school as a means to an end, thus the less time and effort spent on school the better, while the student with the middle perspective, begins to see that improvements in learning approach leads to more efficient studying. At the third perspective, the learner learns with such ease that time is not a major issue. Inherent in the issue of time is the issue of effort.

Closely related to the issue of time is the beliefs students have about school as a "rite of passage." This issue speaks to students' motivation and drive, perhaps even their interest or involvement in the courses taken. It seems that students with the first perspective view school as a means to an end, a hurdle in getting a better job, for instance. The students with the third perspective are more likely to hold onto the "Protestant work ethic," seeing college as a necessary hurdle. Students with the third perspective envision college as not only a way of gaining a higher degree or a better job, but as part of a life-long learning process.

Lastly, and most complex, is the issue of learning in school and non-school setting. The findings of this study prompt questions about how school settings promote and inhibit learning at its deepest level, and similarly, how learning in everyday life promotes and inhibits deep levels of meaning making. This gets more complex when considering how school learning may dampen appetites for learning in everyday life, or more hopefully, how life-long learning lends itself to deeper levels of learning in school settings.

HAMLINE
UNIVERSITY
College of Liberal Arts

Office of the Dean

Garvin Davenport
Associate Dean of the College

THE ART AND POLITICS OF ADMINISTRATING AN INSTRUCTOR-DESIGNED FIRST-YEAR SEMINAR PROGRAM

The October, 1994 issue of Recruitment and Retention reports that approximately 7% of the 1,064 institutions surveyed in an "overview" study of freshman seminar programs provide a first-year seminar in which the content "is determined by [each] instructor who teaches the courses, often revolving around his/her academic interests." (p5) This means that there are as many disciplines, departments, topics and approaches represented as there are instructors. Under these circumstances, how are program quality and uniformity maintained, especially when the seminar program is tied to specific, multiple general curriculum goals? How are faculty development and preparation planned in regard to the multi-sectioned course? In an era of dwindling financial resources, how do already stressed departmental resources absorb the additional responsibility of such a course? This presentation looks at both advantages and problems associated with such a program at Hamline University (St. Paul, MN., USA) where each first-year student takes one of the approximately 23 sections of the seminar during his or her first semester. In addition to the academic component of the seminar, the first-year instructor acts as pre-major advisor for his/her students. Advantages discussed include using the course as an introduction to the liberal arts, giving students a choice of seminars, giving faculty from all departments new opportunities to develop their skill as a teacher in a program which stresses the importance of teaching over content coverage, promoting interdisciplinary approaches to subject matter, and providing for students the academic challenge of a "real" college-level seminar experience at the very beginning of their college careers. Problems include pressures on departmental staffing and priorities, student frustration with placement, the large and rather complex list of college goals for the seminar and tensions arising out of the conflict between these college goals and departmental and disciplinary goals. Ongoing faculty ownership and pedagogical development are examined as a critical component in realizing the advantages and resolving the problems. This presentation examines how workshops, outcome assessment projects, informational sessions involving various indirectly involved groups (chairs, divisional coordinators, student service staff, admissions staff) internal faculty recruiting, luncheon presentations and e-mail networking are used to build instructor morale and esprit de corps, promote unity of purpose and outcome and generally improve the program in regard to its importance as an introduction to liberal arts and as a key factor in first-year retention efforts.

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wpdocs/firstyear/proposal

Role of Islamic Education and Modern Trends of Central Asians[1]

Abstract

I examine role of the modern trends of Islamic education in Central Asia, their cultural roots and Social changes in the Post-Soviet era.

Speculations on Islamization and turn to radical, militant fundamentalism in the five Central Asian Republics, which imaged at the beginning of transitional period of 1990s. clearly indicate some misunderstanding of events in the Muslim areas of the CIS.

We witness the decline of the former Soviet system of education and rebirth of the Islamic system of education. This phenomena grows on three levels: (1) primary school, i.e. *madrasahs*, where children study basic teaching of Islam and recent implementation of Islamic creed in the secondary schools level by the government of Turkmenistan; (2) Undergraduate, i.e. study in the international Islamic Universities in such countries as Iran, Turkey, Pakistan, Egypt and others; (3) Graduate level, i.e. recent opening of Islamic institutes and Universities in Tashkent, Bishkek and Almaty.

For understanding phenomenon of modern Islamic Educational system (do not confuse with traditional) we have to go to objectives and primary bases of modern Islamic education. Muslim scholars criticize Western Education system for being to narrow

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1. The paper does not reflect nescesseraly position of the IIUM. It is personal author's perseption.

and technocratic oriented. On the other hand it seems that there is separation on spiritual, socio-cultural and technical aspects. Muslim scholars pretend to create comprehensive system of education according to Islam.[1] In fact Islam does not recognize separation for private, spiritual and social aspects of life such as Westerns do. Muslim Republics of CIS begin to create and implement Islamic Education system to their everyday life (at list they do not oppose to it). It would lead to several consequences in cultural, social and political life of the society.

However it is not one way movement and there will be many possibilities to turn down ether to Islamic comprehensive socio-cultural resurgence, ether to extremism.[2] Some of these possibilities and reasons behind will be discussed in the paper.

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1. See details: Toward Islamization of Discipline. Virginia: International Institute of Islamic Thought, 1991.

2. See for reference: Yusufal Qaradawi, Islamic Awakening between regection and Extremism. Virginia: IIIT, 1991.

IVYTECH
Indiana's Technical College

Gail Puckett

Regional Student Affairs Officer

Investment in Our Future is a project which focuses on meeting the needs of the first generation, first year college student. The underlying goal of this project is the attraction and retention of this identified group of students. Students who are attracted to, and retained within, the educational system are viewed as an **investment in our future**.

Data supports the belief that students who receive quality advising and instruction are retained at a higher rate than students who do not. Data also reveals that the first generation, first year college student has a significantly higher drop-out rate when compared to students who have a parent or parents who have completed a post-secondary education. Research tells us that typically these students may not have the resources (internal and external) to meet the demands of a post-secondary education.

"To match job opportunities with job skills." Equal Opportunity / Affirmative Action State College
Indiana Vocational Technical College • 4301 S. Cowan Road • P.O. Box 3100 • Muncie, IN 47307 • Telephone (317) 289-2291

The purpose of this project is to create an effective and systematic student advising program designed to address the needs of students who are making the transition to college. A key component of the advising program is the training for the staff and faculty who serve as advisors. The training program consists of:

* orientation addressing the needs of the first year college student
* counseling techniques
* overview of programs
* academic requirements and prerequisites
* computer training

Sensitivity to the needs of the disabled student, and increasing the awareness of cultural diversity and gender equity are also emphasized by the program.

The critical aspects of the advisor training program from inception through evaluation is the focus of this presentation.

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JOHN CARROLL UNIVERSITY
UNIVERSITY HEIGHTS • CLEVELAND, OHIO • 44118
Verghese J. Chirayath, Ph.D.
Director, International Studies Center

Cultural Immersion: An Experiential Approach

This presentation reports on an approach to the study of cultures that are unfamiliar to participants in a one day "cultural immersion". The presentation draws in part from the writings of Paolo Freire and the author's experience in developing this innovative pedagogy at John Carroll University, a small Jesuit liberal arts school in Cleveland, Ohio.

"Cultural immersions" complement study abroad and year long exchange programs by introducing participants to selected aspects of a culture in a concentrated style. Originally developed in response to requests for variation in the format of a week long workshop on the internationalization of the curriculum this approach to the appreciation of a culture other than ones own draws primarily on local resources. It enables participants to develop a holistic appreciation of a culture.

Just as Freire's work drew heavily on his experience with the poor, this approach draws on the experiences of those who are specialists in some aspect of the culture that is included for an "immersion". "Immersions" may include literature, music, film, cuisine, art or games that are illustrative of that culture. While the duration for each immersion may vary, approximately an hour to an hour and a half is adequate for most immersion segments except for the arts or a full length film.

Selection of participants, each component of the immersion, and the culture to be studied may vary from time to time in order to introduce participants to cultures other than their own.

Extensive evaluation of the experience form the basis for further revision each time this approach is used.

The program of "cultural immersion" at John Carroll University is, that is included will contribute the basis of this presentation.

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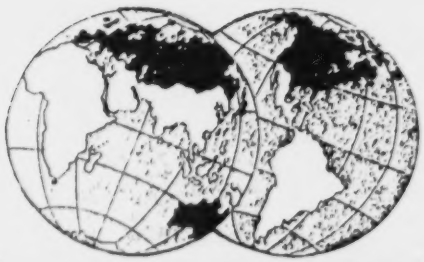
May 19, 1993
CULTURAL IMMERSION

INDIA -

8.30 - 9.30	Orientation, Film, Dr. Joseph Elder
9.30 - 11.00	Classical Indian Literature Dr. John McBratney
11.00 - 12.00	Classical Indian Music Dr. Verghese Chirayath
12.00 - 1.45	Lunch at Saffron Patch 20600 Chagrin Blvd, Shaker Hts.
2.15 - 3.45	Cleveland Museum of Art Ms. Joellen DeOreo
3.45 - 5.30	Aparajito, Satyajit Ray's film
5.30 - 6.00	Review



Office of Career Services and Cooperative Education

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Infusing FYE Concepts into Traditional First-Year Courses: A "How-To" Approach

Presenter: Pamela S. Backes
Assistant Director of Career Services

Last year, my presentation on Keene State College's innovative first-year student program focused on it's success as evinced by improved retention and graduation rates. The enthusiastic (and wonderfully polite) crowd listened patiently and applauded my efforts, but what became evident from the questions posed was that people wanted to know the "how-to" parts: how to recruit faculty, how to attract student assistants, how to integrate out-of-classroom activities.

In a flash of amazed embarrassment, it occurred to me that we had never really written it all down.... We had been tinkering with the program for seven years, each year adding a little here, streamlining a little there, but we had never put together a "how-to" manual of exactly what we were doing and why. In short, if those of us on Keene's FYE Coordinating Team had collectively been hit by a truck, the program could have died with us.

When I returned from Ireland, I spoke with members of the team and we decided it was, indeed, a very good idea to get it all down on paper. The materials and information you receive in this presentation are the fruits of many people's labor, but I must give special thanks to Merle Larracey and David Andrews, two of my Coordinating Team colleagues.

A brief history of the program....

In 1986, Keene State College took a rather novel approach to the First-Year Experience. Rather than creating a College 101 course to help students make the transition to campus, traditional first-year courses, such as Introduction to Psychology and Fundamentals of Speech, were revamped to encompass the three primary goals of the fledgling program:

1) *Engage students actively in the learning process;*
2) *Extend students' learning beyond the classroom;*
3) *Enrich students' first semester experience at KSC.*

These three goals were designed to help students make a successful transition both socially *and* academically.

This was no simple feat. To ask faculty to scrap their syllabi then rebuild them to include these concepts...and share their classroom with faculty associates, to find staff members interested in serving as associates...and supervisors willing to free up staff time to do so, to find resources to train both faculty and associates regarding learning style issues, student development concepts and active learning strategies took a great deal of energy, innovation and perseverance.

The combination of a creative and tenacious FYE Coordinating Team, an enthusiastic cadre of faculty and staff, and a supportive administration overcame these considerable obstacles and the Keene State College FYE Program has been successfully clipping along ever since. Never content with the *status quo*, we have continued to tinker with the program, trying a one-credit College 101-esque seminar in 1992 and a three-credit pilot core course for all first-year students for Fall 1993, only to realize that the original model was the most successful in helping our students make the transition to KSC. The only change that has proven consistently successful is recruiting upper-level students as faculty associates rather than staff.

To summarize, Keene State College's innovative approach to first-year student programming -- incorporating student-transition strategies into traditional academic courses -- has proven very successful. The unique balance between academic challenge and the supportive environment and personnel of the Keene State College FYE program is strongly related to overall student success. In addition, the program has helped build bridges between the faculty, staff and students, and has strengthen the sense of community on our campus.

The goal of this presentation will be to describe Keene State College's innovative approach to first-year programming, with "how-to" information on recruiting faculty and student/staff associates, designing and conducting a successful training institute, and developing and maintaining administrative support for such a program. The presentation will be supplemented with overheads; comprehensive handouts will be available to participants.

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Nancy S. King
Associate Vice President for Student Affairs
Kennesaw State College

UPDATING THE FRESHMAN-YEAR-EXPERIENCE AT KENNESAW STATE COLLEGE

For ten years the freshman-year-experience program at Kennesaw State College has been serving KSC new students. Kennesaw State is a commuter institution with approximately 12,000 students located twenty-five miles north of Atlanta, Georgia. The New Student Experience (NSE), as it has been called at KSC, is comprised of three components--an orientation program (Student Orientation, Advisement, Registration--SOAR), an advising program, and our freshman seminar, KSC 101, a five-hour elective course. Although these programs have been operating for quite some time, we realized that, like all programs, the time had come to re-examine our student body and to adjust these programs to more nearly fit our students' needs.

Although it was not necessary to reinvent the structure of our NSE programs at Kennesaw State, we found that after a decade of serving new students, we did need to reassess the make-up of our freshman class and tailor our services to fit more closely our students' lifestyle and to address the changes that have occurred in society and higher education. Beginning with SOAR, we stepped back and asked ourselves: Who are our new students and exactly what do they need from the orientation program? What we realized was that we had been delivering the same orientation program to all students. An analysis of our entering students revealed, however, that a large proportion of our students are transfers who do not require the same information or services that new freshmen do. In response we have developed two distinct SOAR programs: one, for new freshmen and those transfers with under thirty quarter hours and another that we call "Transfer Advisement" for transfers with over thirty hours. The needs of these two groups differ quite a bit and in our redesign we addressed these differences. What we have discovered in revisiting the orientation program in light of our market, is that the "one-size-fits-all" orientation did not serve our students nearly as well as our new design. Evaluations from both new freshmen and transfer students affirm that we are now meeting the needs of both groups quite well.

In the area of advising we have also made changes to better serve our students. For the past ten years we have had what can be described as a very decentralized advising program for KSC students. We had moved from a completely decentralized structure in 1985 to the establishment of an advising program housed in the CAPS Center to serve the undeclared and developmental studies students. Those students with declared majors were assigned to

faculty advisors in the departments, but there was no centralized structure in any of the schools. What we found was that the CAPS advising program was working quite well, staffed with counselors in the CAPS Center as well as volunteer faculty from across campus, and some carefully selected peer advisors. In fact, this program has been so successful, that the School of Business followed suit and has established an Undergraduate Advising Center in their school modeled after the CAPS program. The School of Education followed and now all but one of the schools has put an advising center in place. This move toward a more centralized advising program has been quite beneficial for our students. It addresses the problem that many commuter students have of time conflicts and being unable to meet with an advisor because with an advising center, someone is always available.

The third component of our new student experience program is the freshman seminar, KSC 101, which is an elective, five credit hour course. Although we have retained the basic curriculum that was adopted twelve years ago, in reflecting upon the changes in our student body and the changes in society and higher education, we have added or enhanced certain areas in the course. Three examples will serve to illustrate these changes. First, because we have experienced a tremendous growth in the numbers of non-traditional students who enroll in KSC 101, we have included more material to help these older students, particularly with regards to balancing the demands of school, job, and family.

Another way we have modified the KSC 101 course was in direct response to some race relations problems we experienced at Kennesaw State. A Human Relations Task Force was established and one of their recommendations was that a course segment on race relations be incorporated into the KSC 101 class. We have always included a diversity chapter in our course, but in response to the Task Force, we are now increasing this part of the KSC 101 curriculum. Finally, over the past several years we have noticed an increase in health problems among our new students. As a result we have increased substantially the material that we deal with concerning health matters. For example, we now require KSC 101 instructors to plan a unit in KSC 101 on Aids and sexually transmitted diseases. Other health concerns include eating disorders, which have been on the rise among college women over the past few years, sleep deprivation, and substance abuse. Obviously one can not be a successful college student without paying attention to these health issues. KSC 101 has come a long way from the days when we regarded the course primarily as a way to teach study skills, college resources, time management, and career exploration.

Finally, the need to update the new student experience programs is not unique to Kennesaw State. All schools should periodically take a fresh look at the services provided to new students on their campuses. Change is a constant in higher education and wise administrators and faculties know that programs that were effective in the past may need to be reevaluated to address the changing needs of our students. Certainly the New Student Experience at Kennesaw State was improved by the adjustments we have made in our programs, and we will continue to assess the effectiveness and make changes as the need arises.

KIRKSVILLE COLLEGE OF OSTEOPATHIC MEDICINE

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ABSTRACT

Some college students enroll as freshmen with minimal perception of goals and occupational choices, and are oblivious to the importance of their everyday decisions on later life options.

Other societal elements add to this dilemma for teenagers. Their lives are frenzied with social and peer group activities while generally void of physical work or athletic conditioning. They experience few personal achievements upon which to build their confidence and give them an ego foundation to support mature decisions. In addition, our society does not have a "passage of maturity" ritual, with the result some freshman students are treated as 13th graders by parents, faculty, and educational institutions.

The Commitment to Service and Self Program (CSS Program) would attempt to address these issues and prepare a student to establish life commitment goals. The CSS Program would ideally be developed under the auspices of a religious college or University and would take selected entering freshmen for a six month period (July through December) and place them in a work and witness environment in a foreign country. The groups of 25 male and female students and a leader from the college would be assigned to established Missionary Boards and Outreach Programs to provide construction and teaching in church facilities in a foreign country.

Students enrolled in the program would pay tuition and would receive one semester of college credit in subjects such as foreign language, politics, cultural anthropology, etc. Students would be expected to keep a detailed diary and write a paper(s) upon returning. The leader(s) would be the educator(s) "in residence" and would be responsible for ensuring the students had well rounded cultural, language, historical, religious, and personal commitment experiences.

The students would be expected to live communally and in the cultural mainstream of the country. Strict rules would apply such as no automobile ownership or driving, no excess spending money, no dating or pairing off, no visits from parents or classmates, and no non-group activities.

The CSS Program would be a life changing experience. Students would come back to the college with a new perspective on life and as mature adults with a deeper religious experience, a sense of achievement, and a commitment to their educational schooling. Students would have committed life goals which would direct their educational efforts.

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LINKOPING INSTITUTE OF TECHNOLOGY

Annalena Kindgren
Student Counsellor

Older Students' Assistance in the Socialization Process of the Freshmen

The paper describes the way Linköping Institute of Technology uses students in helping the freshmen to get familiar to the new environment and situations they will meet when they start their studies.

At the Institute of Technology the students achieve Master of Science degree in Engineering. The difficulties for these students are often the mathematics studies. This is the reason why the introductory period is concentrated on a mathematics course beside the socialization process The introductory course in mathematics lasts two and a half weeks and consists of 40 hours of lessons with a teacher (often an older student) and almost the same amount of homework tasks. In between these lessons other kinds of introductory activities are pursued. They are for instance orientation on campus carried out in small groups led by one or two sophomores and orientation downtown in the center of Linköping. These activities are organized by the Students Union although the responsibility for this whole period lies with the student counsellors.

Every group of thirty students has its own tutor, an older student. This student informs the new students about expectations and demands at the University.

The students take not only part in this introductory period but in every planning organ there is always students represented. This makes the students feel more responsible for their own education and they know which changes that are possible to do. These positive effects have been very distinct in the national evaluations of the master programmes made in Sweden during the last years.

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LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
The Junior Division

Tim Fields, M.S., M.Ed.
Counselor II

During the Spring 1991 semester, the Executive Committee of LSU's freshman college, Junior Division conceived a program to allow its *ineligible* students to enroll during the Summer semester to attempt to regain their eligibility. The Scholastic Drop Summer Only (SDSu) Program instituted in Summer 1991 sought to identify the conditions of probationary students which had contributed to their ineligibility, then develop a program to assist their academic recovery.

There are two categories of Scholastic Drops at LSU, first offenders and then multiple Scholastic Drops. First offenders are placed in academic limbo for one regular semester: unable to enroll in either regular course work or correspondence courses, and also unable to be cleared to transfer to other institutions. If students became ineligible after the Fall semester, they would "sit out" the Spring Semester and apply to re-enter during the ensuing Summer or Fall. But those students unfortunate enough to become ineligible after the Spring Semester were considered ineligible to re-enter until the following Spring Semester, inactive for both Summer and Fall Semesters. A second-time Scholastic Drop forced students to remain ineligible for one calendar year. This policy cost the University both potential enrollment numbers, but more importantly, may have acted as a deterrent for those students to re-enter college life altogether. In Spring 1991, Junior Division developed its program to retain and retrain its recently- and past- ineligible freshman and sophomore students through the Scholastic Drop Summer Only Program.

Potential program-eligible students contact the Junior Division Counseling Office reserving space in one of the three half-day orientation programs. Orientation attendance is mandatory because students must be made aware of their present academic status to determine if the student's academic and personal commitment are compatible to the program's parameters. If the student has attempted less than sixty (60) semester hours; has been thoroughly informed of their respective chances to continue in the coming Fall; and is willing to actively agree to the SDSu Only contract; the student then is allowed to continue in the SDSu orientation, advising, and registration process.

Once students attending the orientation agree to participate in the program, course selection is discussed. In addition to EDCI 1001 the Study Skills course, students are advised to carefully consider their quality point distance from a 2.0 Overall GPA in other course selection. Class selection remains contingent upon their distance from 2.0 overall, class availability, difficulty of chosen courses, and appropriateness to chosen major. Because of the particular scholastic situation of these ineligible students having to earn never before (or rarely before) exceptional semester GPA's, appropriateness to chosen major is not considered urgent. The poor academic history of these ineligible students can often be attributed to a lack of maturity, academic preparation, motivation, college major certainty, intellect, or unfortunately family turmoil, so gaining the academic skills and personal awareness necessary to achieve

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and maintain college success takes time. Enrollment in the study skills course and in "familiar" courses of already earned credit all within a supportive atmosphere helps lay a new foundation for future college success.

The SDSu coordinator will serve as the primary caretaker, although for personal concerns the students may make use of any counseling staff member with which they feel comfortable. Following the first day of classes, students schedule private meetings with instructors to discuss semester goals, and means of possible additional assistance available to satisfactorily complete the course. If students have difficulty with this assignment it becomes material to be discussed one-on-one with the SDSu coordinator or during the biweekly Progress Sessions which begin after the final day to add classes, one week into the semester. Midterm grades are provided by Records & Registration and discussed with each student. Upon completion of the first Summer Session, students have the option to schedule additional classes in the session ahead.

Following the completion of the final summer session and upon receipt of their final grades, students must schedule & attend a Check-Out Session to discuss Fall semester options. Those students who have eradicated their quality point deficits and returned to good standing academically are advised and provided registration assistance for the Fall semester. Those students within six quality points necessary to return to good standing, are briefed on submitting a Reinstatement Appeal in an attempt to retain their eligibility. Reinstatement appeals are accepted and reviewed by Junior Division's Executive Committee until seven days prior to the first day of classes in the Fall semester. Those students granted appeals meet with the SDSu Only coordinator for registration assistance. Those students still ineligible for the Fall semester following SDSu are invited to meet with the coordinator to determine if any substantiated extenuating circumstances before or during the summer semester denied them an adequate opportunity for success. Any student granted eligibility through the appeals process, returns still on scholastic probation having to earn at least a 2.0 semester GPA to remain eligible.

Since the advent of the Scholastic Drop Summer Only (SDSu) Program in the summer of 1991 until 1994, 294 ineligible Junior Division students have been allowed to seek eligibility during Summer semesters while on scholastic drop status. That number represents students placed on scholastic drop (SD) after a Spring semester on scholastic probation where they failed to maintain a 2.0 semester GPA or readmitted as a SDSu Only while on scholastic drop hiatus from the previous Fall semester ineligible for one calendar year. Sixty-seven percent (67%) of the original 294 SDSu participants were eligible to enroll at the beginning of the recent Spring 1995 semester. Of those 196 students, 170 (70%) enrolled this semester.

In summary, the 196 presently eligible to enroll students from the original 294 SDSu participants since 1991 have 106 in Good Standing, 45 Continued on Probation, and 45 on Scholastic Drop. Any of the 45 students presently on scholastic drop who have attempted less than sixty (60) semester hours are eligible to enrol in SDSu this summer.

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LOUISIANA STATE UNIVERSITY
AND AGRICULTURAL AND MECHANICAL COLLEGE
The Junior Division

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TO BE OR NOT TO BE (CRITICAL THINKERS): DEVELOPING HEURISTICS FOR INCORPORATING CRITICAL THINKING INTO FIRST-YEAR LECTURE COURSES

Richard Paul (1990) indicates that students fail to think critically when they neglect to draw conclusions, discuss their thinking with others, evaluate several points of view, analyze information, or question implications. If first-year course instructors routinely use traditional pedagogical strategies like lectures to present content, first-year students experience only lower-level thinking opportunities. This session assists participants in developing guidelines for incorporating critical thinking into first-year lecture courses and in creating instructional alternatives which help students become active processors of information.

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The objectives for this session and sample activities include: (1) to analyze thinking from the perspectives of three educational philosophers (Bloom, Perry, Paul) using a jigsaw cooperative learning format; (2) to use a PNI (positive, negative, interesting) technique to gauge participant reactions and facilitate discussion; (3) to apply results to text information; and (4) to create an alternative activity to traditional lectures which incorporates critical thinking attributes. Participants will then identify the cognitive steps they used in creating the activity. Session participants will receive a list of additional activities and materials to use as the stimulus for further discussion.

Paul, R. (1990). Critical thinking: What every person needs to survive in a rapidly changing world. Sonoma State University: Center for Critical Thinking and Moral Critique.

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Coordinator of Writing, Literacy and Faculty Training

Literacy-Based Assessment: Open Doors, Gatekeeping and Opening the Gates

At open-enrollment community colleges, the basic struggle for educators is to reconcile open access--the reality, not just the ideal--with "academic standards"--the ideal, not just the reality--and to do it all in two years, give or take a semester. Our entering students range in ability from basic literacy to professional writers. Our mission, if we take it seriously, charges us with creating a reading/writing curriculum and a means of traveling through it that have a reasonable chance of working for each and every student along this continuum. Unlike selective schools, we have no rationale for defining a point at which we throw up our hands and suggest some other educational option; it would be fraud for us to use assessment to exclude or discourage students whose ambitions would carry them beyond nationally-normed expectations. And, at the other end of the process, the goals of our students also vary in significant ways: some transfer to 4-year programs; some go into careers, each with its own set of expectations about competent reading and writing and some move in and out of college over years and even decades as time and circumstances allow. In short, open-enrollment colleges need authentic and sensitive ways to investigate and redefine what we mean by "academic literacy."

yet most community college writing programs have little opportunity to grapple with these issues. Because of our unclear status in the profession and in the hierarchy of educational priorities, most of us use methods of placing and advancing students that were developed for the less rigorous needs of 4-year schools: standardized tests, writing samples with a single reader, even SAT scores. Clearly our need to understand the diverse literacies of our students and their chosen fields is different from that of selective schools where the task is simply to place students from a pre-selected, relatively homogenous population.

Most such colleges use placement tests to make a simple yes/no distinction: remedial or college-level. As for exit assessment, course grades are generally acceptable because it is less essential to develop collective understanding among all faculty concerning how reading, writing, and critical thinking abilities are demonstrated. The complications that arise from diversity do not press so hard on selective schools simply because the diverse are those who have been selected out of their populations.

At Mass Bay, we have developed a literacy-based assessment program based on an ongoing study of the language behaviors that are valued and practiced at this community college. Assessment of literacies is part of our academic programs in reading, writing and critical thinking courses, as well as in course across the disciplines. This presentation will describe the philosophy of language that informs our program; the relevance of research from Jim Gee, Ed White, Karen Greenberg, ETS, Peter Elbow and other sources; the value of this program for uniting our reading, writing and content faculty and creating a multi-leveled, articulated literacy curriculum; the uses and limitations of portfolios for exit assessment; and issues related to curriculum development and literacy across the curriculum as a logical outcome of using competency based assessment.

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Dean of the Faculty of Liberal Arts

Dr. Albert C. DeCiccio
Dean of the Faculty of Liberal Arts

Dr. Kathleen Shine Cain
Director of the Writing Center

A Student-Centered Pedagogy: Collaborative Learning, Assessment, and Retention

Merrimack is developing a student-centered pedagogy designed to reform college teaching and learning. The proposed presentation will focus on three aspects of the program: collaborative learning, ongoing assessment, and enhanced student retention.

The first part of the session will be a description of efforts to institute collaborative learning in the general education curriculum, with an emphasis on the new College Writing and First Year Seminar programs. These programs are designed to engage students with each other and with faculty in efforts to strengthen their ability to accept and meet the linguistic challenges of the college curriculum.

The second part of the session will be a discussion of methods used to assess the effectiveness of the new pedagogy in attaining its stated objectives, with emphasis on assessment of the First Year Seminar. Multiple assessment techniques are employed on an ongoing basis to generate data about the experiences of both students and faculty involved in the program.

The last part of the session will be a presentation of the theory and data to show the relation between the new pedagogy and retention of students. This relation is based on two factors associated with the new pedagogy. The first factor entails strengthening abilities necessary for success in college; the second is the interest or motivation that collaborative learning engenders because of students' active involvement.

NOTE: The panelists will present their ideas and then initiate audience participation and discussion.

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MOORHEAD STATE UNIVERSITY

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Richard Bolton, Ph.D.
Professor & Director
New Center for
Multidisciplinary Studies

Thom Tammaro, Ph.D.
Professor
New Center for
Multidisciplinary Studies

The New Center at Moorhead State University is now in its 23rd year. For high-risk and other nontraditional students, it offers an alternative first year experience. The distinctive features of the program include multidisciplinary problem-centered courses, mastery learning-variable credit instruction, a non-competitive grading system, a commitment to the idea of a learning community, and a close-in model of advising.

As a department of MSU, the New Center is home to 200-240 new freshmen (out of a total class of approximately 1100) every fall. For those students, the Center functions as a kind of in-house community college within the university. A full-time faculty of 10 professors does the teaching, advising, exhorting, and administering that keeps the New Center running.

It is one thing to set up such a program, another to run it, and yet another to sustain, develop, and defend it for 22 years. A program like the New Center, like many other first-year programs, runs somewhat "against the grain" of an American public university. In an ideal institutional world, the value of such programs would be self-evident from the retention and successes of students, but in a real institutional world that is not enough.

Persons who work in and care about innovative and nontraditional first-year programs will find that part of their job is the continual re-explanation and reselling of the program to the larger institution. It is no small thing to cut across the disciplinary boundaries and customary assumptions of academe, and one should never assume that the trail is finally cleared. Professors Tammaro and Bolton will describe the Center, provide some documents about it, and discuss the "realities" of building and fostering a non-traditional program, in the thoroughly tradition-bound setting of a Midwestern public university.

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MOREHEAD STATE UNIVERSITY

OFFICE OF THE ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS
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Ms. Pauline Ramey
Coordinator: MSU 101: Discovering University Life
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Dr. Judy R. Rogers
Associate Vice President for Academic Affairs

Morehead State University is a regional, state-supported university which serves the students of the Appalachian counties of eastern Kentucky. The students who come to Morehead State are generally termed, "high risk" for retention and graduation. They are often first-generation college students; they have below average entrance examination scores, and many enter without having chosen a career path or college major.

To assist these students, the University initiated a freshman orientation course, MSU 101, in the fall 1987 semester. The course was placed in the curriculum as an elective, one-credit hour course taught by faculty and staff volunteers. One hundred eighty-nine students enrolled. Few administrators and fewer faculty were enthusiastic about the new course's prospects. Nevertheless, because of the dedication and risk-taking of the few, the course has evolved into the centerpiece of the University's retention program. In the fall 1995 semester, the course will be required of all new students, and ample faculty and staff have volunteered to be trained to teach the course. This presentation will focus on the lessons learned as MSU 101 evolved and on the research that has convinced others of the importance of the course.

Several course design concepts which have guided the development of MSU 101:

First, the student is the center of the course, and all MSU 101 instructors learn to engage and mentor that student. New instruments developed both commercially and as a part of the Kentucky Education Reform Act (KERA) have been incorporated to assist the instructor to fulfill this objective.

Second, the MSU 101 instructor becomes the developmental or holistic advisor for the student's first semester. Journal entries and portfolio data often alert the instructor to areas to be addressed.

Third, all class sessions are interactive and student centered. A standardized set of course materials guides classroom sessions on academic skills, life skills and health issues, and academic and career goal setting. Since one hour a week is much too brief to provide all the support required, the instructor targets institutional support systems such as peer advising and preventive tutoring and makes appropriate referrals.

The research which has helped to create an acceptance of MSU 101 as a required course includes locally designed course evaluations as well as tracking of individual students to demonstrate that a significantly higher percentage of MSU 101 takers are retained and graduate than of those who did not take MSU 101. Local research is consistent with national studies on retention and student success such as those sponsored by the Noel/Levitz Centers.

The format of the presentation is designed to encourage interaction among participants to expand the discussion of both seminal concepts and research findings for freshmen orientation. An important objective of the presentation is to have participants leave with practical information and materials for future use in their own student orientation efforts.

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BUSINESS AND ECONOMICS

THE FRESHMAN SEMINAR: AN INTEGRATING VEHICLE FOR BUILDING COMMUNITY IN THE FIRST-YEAR EXPERIENCE

Charles A. Beitz, Jr.
Chair, Department of Business and Economics
Mount Saint Mary's College

Plato's belief that "the beginning is the most important part of the work" serves as a guiding principle in Mount Saint Mary's College Freshman Year Experience. The Mount's forward-looking academic program and innovative freshman year experience have won strong praise from national educational leaders and the College has been recognized in The National Review College Guide of America's top Liberal Arts schools.

The two-semester experientially based Freshman Seminar is seen as the cornerstone of Freshman Year and Core Curriculum Programs. It stands out as the dominant common thread of the freshman experience, and is an effective integrating vehicle for building community during the first-year experience. As the freshmen explore and confront the many different dimensions of a learning, living and service community -- they become one. The journey to community takes place in the classroom, in the resident halls, through the campus ministries, through faculty and peer mentoring, on the intramural athletic fields, and in co-curricular and extracurricular activities which link all phases of college life into a unified educational experience.

During this session, the context within which the Freshman Seminar occurs, and the content and process of the seminar will be discussed. Examples of major community building components are:

- Context

    - June registration and Freshman Seminar meeting;
    - Fall orientation in Freshman Seminar group;
    - "New Beginnings" - midday prayer service for students, parents, and Freshman Seminar faculty;
    - Life Enrichment Education Program.

- Content

    Major parts concentrate on the theme of choices that individuals make in their education, work and personal philosophy:

    - Introduction to the concept of transition, growth experiences, resources and support systems available in the campus community.
    - Education as transformation
    - The meaning of work in life
    - Value choices and relationship responsibilities in life.

    Process

    - Freshman Seminar Group Norms
    - Writing Response Groups
    - Group Research Projects
    - Peer Mentoring
    - Seminar Group Professor's Role as Faculty Advisor

Carefully chosen readings that cover various genres and periods in the history of ideas, from fiction to autobiography, from journalism to philosophical essays and interviews include sections from classic works such as Charles Dickens' Hard Times and John Cardinal Newman's What Is A University?, and Leo Tolstoy's The Death of Ivan Ilyich. Also included are Studs Terkel's Working, and modern works of Catholic authors such as Paulo Freire's Pedagogy of the Oppressed and Richard Rodriguez's Hunger of Memory. Women and minority writers include Anne Morrow Lindbergh's Gift From the Sea, Maya Angelou's I Know Why the Caged Bird Sings, and Doctor Martin Luther King, Jr.'s "A Letter From Birmingham Jail," from Why We Can't Wait. Films such as A Man For All Seasons, Dead Poets Society, and 28 Up supplement these readings.

Session participants will receive a packet of materials including the integrating conceptual model of the seminar, the syllabus, and community building activities and programs. In addition to the initial presentation, time is planned for interactive discussion and participant involvement in a Freshman Seminar community building activity.

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Engineering Mentor Program

Sandra C. Alexander, Ph. D.
Director, Freshman Advisement

Advising Systems for Minority Engineering Students: Research and Evaluation

The need to assure the retention and graduation of a large number of talented minority students in the field of engineering is well documented. Also well documented is the key role that quality academic advising plays in the retention and graduation process. Through the support of a National Science Foundation grant, the College of Engineering at North Carolina A & T State University addressed the quality issue in advising through self assessment and application of the principles of total quality management.

The research process involved undergraduate enrollees in the lower division, recent graduates and employers of graduates of the institution. Data-based localization and cause analysis yielded valuable information regarding weaknesses in the advising process.

Examination of the findings which surfaced during the research and the development of improved advising tools and strategies led to the establishment of an Engineering Mentor Program. This sensible approach to motivating and advising minority engineering students suggests one important way that engineering faculty and administrators can make promising inroads in advising for the future.

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Thomas E. Deering
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Freshman Orientation Models: An Assessment of Academic and Non-Academic Freshman Orientation Courses

The North Central College freshman orientation program has gone through several significant stages of development during the past seven years. Two profoundly different models of freshman orientation have emerged during that period of time: a largely academic, faculty taught, for credit course and an activities and acclimation, team taught, non-credited discussion group. This presentation will compare and contrast the two models, offering analysis of the strengths and weaknesses of each approach and suggesting areas of synthesis between the two. In addition, sample syllabi and materials from each course will be provided.

North Central College has made a long-term, significant commitment of institutional resources to developing and delivering a high quality required course for all first-year students. There is agreement among many on campus, both faculty and student services personnel, that retention is favorably impacted by a course or regular discussion group which encourages first-year students to connect with each other and the institution early and in ways of long-term significance. There is, however, less agreement on the exact nature of the offering. There is, finally, sharp divergence on the questions of whether academic content, credit and a grade are useful in implementing a freshman orientation course.

The initial course offered at North Central, planned mainly by teaching faculty, was primarily a campus orientation course that provided students with an introduction to campus resources, significant faculty assistance in developing a course of study and a forum for discussion of personal issues important to students. The course was given academic credit and was facilitated by full-time teaching faculty. The course had minimal academic content. Consequently, the broader faculty argued successfully, that in order to offer academic credit, serious intellectual content was required in the orientation course.

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A compiete revision of the program resulted in "NCC 101" a credited and academic course which retained substantial portions of the earlier orientation course model, including academic advising by the faculty instructor and social activities during and beyond the first week of class. The course made use of a selection of readings chosen by the teaching faculty that consisted of a wide variety of topics, authors and ideas ranging from Plato to Martin Luther King. The bulk of the course was designed to introduce students to the rigors of academic life in a setting which was less threatening than other classes. This course succeeded where the former had failed: it focused students on ideas and learning and connected students with the best teaching faculty at the College early and in productive ways. However, the course was viewed by students as more difficult than the half-credit merited and lacking in campus orientation features.

A third course revision recreated the orientation model with several innovative changes in a discussion group called F.Y.I. (First Year Information). A student services professional and a student mentor were added to the instructional team. Academic content, indeed all readings of any sort, were deleted from the course. The number of class meetings was reduced from ten to six and one of those meetings was a general meeting of all campus first year students in convocation format. The course credit was deleted as well. In addition, a one-day, group, mandatory community service project was added to the course for all students enrolled.

In an increasingly competitive student market, institutions of higher learning are necessarily concerned with retention of capable students. Most educators agree that some orientation effort during the initial stages of a student's academic career will improve the odds of retention and academic success. Nevertheless, a wide variety of orientation approaches exist with little analysis of results. This presentation, delivered by two faculty who have taught both versions of the course, will address squarely the need for assessment of orientation models, will consider the two primary models and will provide registrants with materials from and analysis of each model.

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LEADERSHIP FOR SOCIAL RESPONSIBILITY: THE IMPOSSIBLE DREAM?

Understanding the managerial behaviors that cause effective leadership has been a topic of study for decades. After several thousands of publications, evidence shows multiple approaches to the study of leadership. Distinct lines of research have included power-influence, leader behavior, leader traits, situational factors, transformational theory, and charismatic leadership. From these varied approaches, over 350 definitions of leadership have been developed (Bennis and Nanus 1985). Even though these definitions differ greatly, many include the concept of influence. As influence became a significant component of many leadership definitions in the 1980s, managerial research showed an increased interest in understanding its use. Finally, more recently, the idea of leadership and social responsibility has gained a prominent place in the professional literature. The idea of linking leadership and social responsibility raises new questions, challenges, and provides new opportunities for universities and society alike.

Despite all that is now known about leadership styles, much is still a mystery. Research in this fertile area can go in many directions. Our concern is focused on two questions. First, can educational institutions do

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more than teach "about " leadership? The underlying question being: Is leadership style a product of education and training or personality? Second, regardless of the answer to question one, whatever colleges/universities are going to do in the way of courses or programs focusing on leadership and leadership styles, can or should these programs link leadership and social responsibility? The significant questions here include: Given that social responsibility implies responsibility greater than that required by law, "What is a leader to do when their *feeling* of social responsibility is not shared by others with whome they must work?" Furthurmore, leaders find themselves in an increasingly international environment and a multicultural world. "How can leaders be socially responsible when that concept has different meaning from country to country?" These questions need to be central issues in a student's education. The first year is not too early to start.

We believe this paper will be informative, instructive and produce a lively debate.

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Voluntary and Required Community Service Projects: Their Impact on Student Satisfaction

While community service projects are not new to college campuses, they are the focus of renewed interest. Many colleges are now including community service as a component of their institutions' freshman year programs. Some schools are even making community service a requirement for graduation. While serving the needs of the community cannot be disputed, how these programs are implemented and the learning experiences gained by students participating in community service does require close inspection.

This presentation will describe two community service projects. One voluntary and one mandated. Distinctions will be drawn between voluntary and mandated service.

The volunteer community service project, which the presentation will consider, started seven years ago with a campus organization called Students In Free Enterprise (SIFE). This group began a tutorial project that involved students traveling one hour from campus, to a predominantly black public elementary school located in a depressed neighborhood on Chicago's near west side. SIFE members helped students with basic reading and arithmetic assignments. The college students were volunteers and could terminate their service without faculty or administration permission. Before this project began, they were educated about the illiteracy problem facing major cities like Chicago, and were encouraged to share their experiences while traveling back to the campus. An area corporation provided a van for transportation. There was no cost to the college for conducting this program. While there was no formal assessment as to student outcome, both the elementary school children and SIFE volunteers enjoyed this interaction with many close relationships developing.

A second community service undertaking of the college is "In The Streets." All in-coming freshmen were required to participate in this one day event as part of their freshman orientation. Projects included: park clean ups, painting community buildings and building interiors, washing windows and care of the elderly. These projects were scheduled far in advance of student arrival. Buses were leased to transport students to the sites of their activities. Students were informed about expectations the college had for the

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project. Furthermore, the instructors told the students what the students might expect to get from the project. There were mixed reports as to the success of each project with some students reporting a sense of great satisfaction and fulfillment and others feeling that the experience was a disappointing waste of time.

Community service projects can take many forms and can encompass single or multiple experiences. Three outcomes need to be noted from our experience.

1) Students should understand the need for their service. Either a discussion and or use of selected readings can help generate this understanding.

2) Students should have some choice in choosing the type of project in which they want to participate. These experiences may be completely new for students, yet different projects can greatly impact how meaningful this experience can be to each participant.

3) Some form of student assessment should be used to determine effectiveness of this learning experience. A pre- and post-survey might be useful in measuring student attitude prior to and following this service activity.

As administrators of such service activities we must realize that not all experiences will be meaningful, nor will all experiences be effective in accomplishing the college's mission.

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Manufacturing Education as a Key to Motivate First-Year Students

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The accelerated rate at which new technologies are being introduced today has created a large demand for people competent in the new technologies. The widening gap between the steady rise in the level of skill requirements and the reduced availability of people with these skills is making it difficult for industries to compete in the international market. To function effectively in today's technological society, contribute to its growth, reap its benefits, and minimize its hazards, knowledge of the technology is essential. This is true whether one is pursuing a career in business, economics, law, education, health care, mathematical, physical or social sciences, humanities or the arts and the need for a basic understanding of science and technology is not limited to scientists and engineers.

Academic institutions, particularly engineering schools, have the primary responsibility for producing new graduates in sufficient numbers and with adequate knowledge of science and technology and skill to meet the needs of the industry and the society. However, educators are often faced with more than the mere challenge of conveying technical information to their students. The rate of attrition and loss of interest in learning among first and second year students are significant and require innovative curricula and course designs to counter these problems. The disproportionate number of female and minority students in engineering majors compared to non-engineering majors also deserves attention. Currently, some very capable female and minority students turn away from science and engineering for the wrong reasons, a situation which calls for suitable means to attract and retain them in science and engineering majors.

These problems are often attributed to students' inability to meet the challenge of learning the hard topics of basic math and science in the absence of a motivation that drives them to exert the needed effort. A knowledge of the connection between science and technology can provide such a motivation. Interaction with engineering faculty, who are capable of unraveling the mysteries of technology and relating them to basic math and science, provides an additional incentive.

One possible solution for addressing the problems mentioned above could be educating first-year students on manufacturing concepts. Manufacturing enjoys a unique position among the different applications technology. It touches the lives of people in modern society in almost every aspect: as producers, consumers, suppliers, and objects of its environmental and societal impact. Particularly, a significant section of the society provides a vital support to the manufacturing industry in the form of technical, informational, financial, legal, and artistic expertise, as well as services related to the development of human resources and the sale of

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products. Manufacturing differs from the established engineering disciplines, such as mechanical and civil engineering, which are defined traditionally in terms of both educational degree and specialized expertise. Manufacturing is, in contrast, more defined by the functions performed and demands multidisciplinary capabilities. It is also an integrative field, bringing together concepts from the physical and material sciences that deal with equipment and tools, with concepts from the biological and social sciences that deal with human factors as ergonomics, and tying them together with the use of mathematical modeling and principles of management applied to production. In view of this, students with diverse skills and interests can readily relate to this field.

Educating first and second year students on manufacturing concepts and applications requires a careful design of course content, level and depth of coverage, and teaching methods. Course contents must be broad enough to cover the scope of activities in manufacturing systems and to relate them to basic science and mathematics without diluting the depth of coverage. Again a balance must be maintained between theoretical analysis and application in order to keep the students challenged, but not discouraged. Finally, appropriate teaching methods should be chosen for the specific topics covered.

Traditionally, the primary qualification for engineering educators has been advanced degrees and/or industry experience and very little training in teaching techniques has been expected of them. However, the knowledge of teaching techniques, students' learning styles, and the consequences of a mismatch between those two are increasingly becoming a necessity to convey the material effectively and to make the courses more interesting to a student body with diverse skills and interests. This knowledge is especially necessary to attract into engineering majors those capable students who would not otherwise choose an engineering major.

In this program, an introductory course on manufacturing systems, tailored for a non-engineering student body, is proposed as a solution for motivating first-year students to learn basic math and science concepts and not fear science and engineering majors. The innovative design of this course along with the details of the ongoing development of this course and the results obtained from offering this course will be discussed in this program. This course is currently being supported by a Curriculum and Course Development Grant from the National Science Foundation at Washington, D.C., U.S.A, awarded to Murali Krishnamurthi, Project Director and Co-Principal Investigator, and Mohamed I. Dessouky, Co-Principal Investigator, of the Department of Industrial Engineering at Northern Illinois University.

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Presenter: Bjørg Hellum
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Problem-based learning and the role of non-technical subjects in Norwegian engineering curricula

The public system of higher education in Norway consists of universities and colleges under the same university law, including 26 regional colleges, four universities, and in addition to the universites, four scientific university colleges with professional academic curricula at Master's and doctorate levels. A fifth scientific institution is the Norwegian Institute of Technology, which is a part of the University of Trondheim.

The regional colleges were reorganised in 1994, a process in which a large number of small or smaller professional colleges were merged into 26 bigger units. This merger has on the whole been a matter of administrative merging, each college thus consists of a number of campuses in different towns. The idea behind the merger has been academic rather than economic; to foster cooperation across the professional, departmental borders and to create larger academic forums, encouraging research.

The Norwegian colleges are professional, undergraduate institutions (most also with some graduate programmes), with curricula such as engineering, nursing, education or journalism. This session deals with engineering curricula, specifically the role of non-technical subjects in such curricula, and with special learning methods.

Non-technical subjects have for the past 10 years enjoyed a strong position in Norwegian engineering curricula, probably the strongest in Europe. A ten per cent rate of the total load of credit hours has been a minimum. Non-technical subjects are mainly in the field of economics and management, but also environmental management, ethics, communication skills and foreign languages play important roles.

The framework of engineering curricula is set down in the national plan for engineering education. In the new plan, the Engineering Education Council strongly encourages alternative learning/teaching and examinining methods, such as problem-based learning, project-organised methods, cooperative learning.

In this session I intend to give an outline of state-of-the-art problem-based or problem-oriented programmes in Norwegian engineering curricula, which are to be found mainly within social sciences and humanities, or interdisciplinary courses such as social sciences/environmental studies. The College of Vestfold has strong problem-based models in two quite different fields, namely product development and electro automation.

Starting this autumn are two full-scale PBL engineering curricula, one at the College of Vestfold in the regular three-year engineering programme (Bachelor's degree level), and one at the Norwegian Institute of Technology, University of Trondheim (Master's level), at the Faculty of Economics and Work Science. The latter PBL-programme involves quite a few interesting features which will be dealt with more fully in the session, such as module teaching, where modules of PBL alternate with modules consisting of larger contract projects and research. The exam forms are varied and include a number of untraditional features.

I have practised PBL methods for the past four years at two different colleges, both outside the national system of regional colleges. One is the Polytechnical College (formerly the NKI College of Engineering), which is a private institution; the other the Army College of Engineering, which is owned by the Norwegian Army, the Engineering Regiment, giving officer training in addition to its engineering curriculum. Different as they are, these two institutions share the same philosophy concerning factors such as the importance of ethics, environmental issues and foreign languages, and the need to foster a strong cooperative culture including team-building.

The Polytechnical College has a very interesting model of problem-based learning, developed and continuously improved during the past two years, now comprising the two first years of the three-year engineering programme. There is an approximately 50 per cent element of PBL involved in the curriculum, with cooperative learning as the basis, running through the whole curriculum. This college has a strongly marked cultural diversity and vast differences in educational background due to a up to 40 per cent rate of immigrants/refugees.

The model I have designed at the Army College of Engineering is quite similar to the one developed at the Polytechnical College, but somewhat smaller in scale. However, it is steadily growing. In addition to the regular engineering program, the college is resource center for a number of professional, in-service training courses for personnel in the Armed Forces, team designed and team-taught by myself and some of my colleagues, incorporating cooperative and PBL learning.

My PBL approach in the engineering curriculum comprises cooperative learning and study skills, with features such as self awareness, learning types, group dynamics, team-building, transaction analysis, communication skills, critical thinking.

The PBL scheme involves case and problem solving, as well as an interdisciplinary, real-life project (work psychology and ethics combined with environmental studies and chemistry). The process is as important as the result, and main emphasis is on problem solving, critical thinking (ethical awareness, responsibility and consequence thinking), process management and learning. Main examination features are group reports, group presentations, individual, oral examinations and individual, written papers. There are process tutors as well as specialised field tutors and examiners (the academic staff of the college as well as people from outside the college).

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For the past seven years I have been teaching a College 101 class at the community college level. For the past two years I have been incorporating case studies, student narratives, and faculty narratives into the classroom setting. Case studies are not new, of course, but it is new to the college success seminar that I am teaching.

Case studies and narratives are used in many ways. Cases prompt serious discussion and reflection especially when students find them believable. Authentic cases, those that are developed through the experiences that take place in the classroom, serve a very valuable purpose. This course design concept helps students of increasing diversity to make successful adjustments to higher education. Concrete details help to create a real story, one that a student can become involved in for study purposes.

Case studies are used as a means to probe, question, and understand. Raising questions rather than answering questions promotes reflective learning. Students are given the opportunity to examine issues related to academic substance and excellence. Students today can develop higher order thinking skills through the use of case studies and student narratives

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in the classroom. Issues such as academic integrity, student behavior, teacher and student expectations are subjects that entertain very deep and provocative learning. These topics work very well in a case study and faculty narrative seminar for educators.

This past year I have been facilitating a faculty narrative and case study seminar for educators at Oakton Community College in Des Plaines, IL. It is a seminar that lends itself to cases and narratives studied by faculty members. Classroom research and collaborative learning strategies are examined and discussed in the seminar. The faculty narrative and case study seminarbecomes a safe place for educators to put permission in the air to talk openly about their teaching experiences.

At the Eighth International Conference on the First-Year Experience in York , England I want to give educators the opportunity to participate in a forum where a case study and faculty narrative is presented so that a hands-on-experience may take place. My seminar is designed to accomplish this task.

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Cognitive and Cultural Constructions: The First Year Experience

We seek to propose that student attrition behaviors are a result of the cognitive and cultural constructions students create during this period of transition. While it may appear to be a gross over-generalization to assert that attrition behaviors should be studied through the cultural context of the students, we believe that the models for integrating student retention often fail to incorporate multicultural perspectives.

Strategies for retention of American Indian/Alaska Native students will be analyzed using M.R. Louis' (1980) Meaning and Sensemaking Model. Louis' sensemaking model describes the process by which individuals detect and interpret surprises. The model consists of a cycle of a sequence of events occurring over time. The cycle is initiated when individuals form unconscious and unanticipated assumptions which serve as predictors about future events. When a person encounters events which are discrepant from the predictors (surprises), a reprocessing of interpretation of meaning is

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triggered. Based on the immediate attributed meaning of the surprise, a behavioral responses is selected. Interpretations and meanings of the actors, actions and environment are reprocessed and predictions about similar future experiences are updated (alteration of script/schema). Meaning is assigned to the surprise as a result of the sensemaking process, after the response to the surprise.

A number of inputs are active during the sensemaking process which attributes meaning to surprise. These inputs include: other's interpretation, local interpretation schema (cultural assumptions and internalized context specific dictionaries of meaning), predisposition and purpose, and past experience (p. 241). It is evident within the sensemaking processes that minority students often lack access to the other's interpretation and local interpretation schema. As a result, freshmen, particularly minority students, will often interpret surprises in the new setting based on inappropriate past experience schema. Responses to these surprises, then, are based on inappropriate meaning attached to the surprise. Lack of access to others' interpretations further removes the student from "reality testing" of a new interpretive meaning. Thus, sensemaking outcomes can neither be validated or reinterpreted appropriately for the students. Hence, feeling of low commitment and alienation (lack of fit and integration) may result.

Examples used in our presentation will be based on strategies used by Tribally Controlled Community Colleges, particularly Haskell Indian Nations University in Lawrence, Kansas.

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The case for managing multiculturalism on South African campuses : nature or nurture

Presenter : Rob Minnè Senior Student Development Officer

Historically white campuses in South Africa have undergone radical changes in terms of student composition. Progress has been made in terms of accommodating the multicultural student body on an academic level (formal education) but relatively slow progress has been made in terms of managing the student body informally and on the non-formal educational levels.

Institutions are aware of the need to manage the process of transformation in a holistic way but we are still very much at the stage where the challenge is tackled symptomatically. Recent violence on a number of campuses in this country has highlighted the need for an approach whereby diversity and multi-ethnicity require hands on management. The process cannot simply be left to the students and staff to negotiate in an ad hoc way.

The PE Technikon will be analyzed as a case study for managing diversity and multiculturalism with the focus being on the efforts of the Department of Student Development whose activities are centred on non-formal educational programmes i.e.

i) Prejudice reduction
ii) Lifeskills training
iii) Empowerment programmes
iv) Leadership training

Bottom line : The paper will argue that diversity and multiculturality need to be carefully managed.

International relevance:

The management of diversity and multi-ethnicity is an international phenomena and therefore an international challenge. Professionals wishing to participate in this presentation will have an opportunity to make inputs as regards the topic at their institutions.

Methods of presentation

i) Lecture
ii) Discussion
iii) Workshop

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Tom Riddell
Dean of the First-Year Class

Retention at a Highly Selective Women's College:

Smith College, Northampton, Massachusetts

I. Introduction and Background - Smith College
recruitment/retention data
the Smith Design for Institutional Diversity, 1988-

II. Recruiting International Students - recent efforts
new initiatives

III. Retention Projects/Efforts - informing pre-major advisers
more academic content in Orientation
("Jurassic Park," The Company of Women)
first-year dean's lunches (random
and selected)
Liberal Arts Conversations
mid-semester survey of first-years
committee on retention of African-
American students
meeting with Japanese students
New England first-year deans' gatherings
First-Year Faculty Fellows

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PREPARING STUDENTS FOR THE HONOURS CHALLENGE

This paper is concerned with diagnosing what represents the honours challenge in Southampton Business School. Staff of the Business School have collaborated with the researchers to share their interpretation of and approach to the honours challenge in their course units.

This process of evaluation will be used to help students respond more effectively to the honours challenge. It is envisaged that the outcomes of the research will ultimately inform practice in the School.

Assessing the nature of the "honours challenge" in courses has involved an evaluation of units in relation to E.J. Gubbins's Matrix of Thinking Skills. The first stage in this research was to sample core units on Level 3 of established undergraduate programmes that have seen at least one full cohort through to graduation.

The selected course units were first subjected to a mapping process using the Gubbins matrix. Key words were sought in each of the units that were scrutinized.

Having identified the extent to which levels of critical thinking were articulated in individual unit documentation the co-operation of staff was sought to take part in semi-structured interviews on the honours challenges of their units. The interviews focused on how staff challenged students in the delivery of their units. Records of the interviews are currently being analysed using the critical thinking matrix.

It is expected that the results of the analysis will enable a better understanding and identification of the skills that students need to meet the specific demands of their courses. The requirements identified will be used to develop a new first year unit to facilitate the development of the essential skills required eg intellectual and study skills.

The authors wish to share their findings and ideas with other delegates. The external perspective provided by colleagues from other institutions will be of benefit in helping the authors improve the quality of their research. A copy of the paper presented will be available for delegates to take away with them.

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DESIGNING AND COORDINATING ADMINISTRATIVE FUNCTIONS AND SERVICES TO INCREASE STUDENT RETENTION

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Registrar/Director of Advising
and Orientation

Dr. Barbara A. Grachek
Vice President for
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Proper delivery of student services and functions create an environment in which students persist, resulting in increased student retention. Directing attention to these factors, the University has increased its freshman to sophomore retention rate from 63% to 77%, which is well above the national average for our institutional classification.

Units responsible for the numerous services and functions directed to a successful retention program at this University report to four vice presidents. The Vice President for Academic Affairs oversees admission of students, new student orientation, registration, academic advising, enrollment management, academic departments and instruction. The Vice President for Administrative Affairs is responsible for the coordination of maintenance, security, parking, and computer center operations. The Vice President for Student Life and Development supervises financial aids, residential life, counseling, health services, student organizations and the student center. The Vice President for University Relations has individuals in that unit which work with student recruitment, publications and public relations. It is imperative that all units across the administrative lines work closely together in delivering a quality freshman year experience. The following are examples of these coordination efforts.

The Admissions Process

To increase the "show" rate of new students, mailings by the staffs of orientation, housing, financial aids, student organizations and other units have been orchestrated. The Records Office maintains a student data base that supports admissions, orientation, and academic advising. Admission staff assist in the orientation activities, serving as advisers and peer advisers.

Orientation of New Students

Based on student and institutional needs assessments, the orientation program has resulted in 99.3% of the students attending the sessions actually enrolling at the University. Building positive attitudes is the primary

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objective of the program, which in turn enhances student retention. The program schedule includes student life and development programs and information on housing, financial aids, health services, student organizations, and security. The academic affairs units address general education philosophy, academic advising, registration, analysis of individual student needs and course placement, special programs for high risk students, and honors. A special program for parents is presented by administrators from student life and academic affairs. Although these activities involve individuals in several administrative lines, all are committed to the philosophy of a "successful freshman experience."

Student Success Course

This course was instituted to support the retention philosophy. Taught by faculty and some staff from administrative support units, topics in the course range from academic advising and registration to personal development, time management, international studies, and cultural diversity. The retention rate for students enrolled in this course from freshman to sophomore year is 80%. The course is required of all newly admitted high risk student, and the remainder of the study body on a space-available basis. The key to the success of the course is the integration of services and functions across administrative lines.

Division of General Studies

Addressing the needs of newly-admitted high risk students, the General Studies Program is anchored by a team-teaching methodology. Students enroll in traditional liberal arts courses; but, in addition, these courses are paired with a study skills course. Two instructors serve as a team to support the student. Students in this program are also required to enroll in the student success course their first term, and a special academic advising program was established. The results of these integrated efforts have been a retention rate of 77%, comparable to the regular freshman class.

Administrative Affairs

Units in this division are also dedicated to the successful freshman experience. The positive attitudes projected by the security staff, the maintenance workers and groundskeepers, and business office staff contribute to the environment in which students want to persist.

Enrollment Management

Building a cooperative integrated student service system requires all services and functions of the University to work together. Ten directors representing many of the functions referred to in this document and the four vice presidents of the University continue to determine and evaluate enrollment patterns, services and functions to support student success and retention.

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USING THE STUDENT SUCCESS COURSE TO PREPARE STUDENTS FOR ACADEMIC ADVISING

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Development of a student success course/freshman seminar grew out of the need to present academic advising in a variety of ways. While the course is to provide for the transition of students into collegiate life, academic advising remains a major component.

A major problem was new students not understanding the role of an academic adviser. To understand advising, a five and one-half minute video portraying an advising situation was produced. In this scenario, everything that could go wrong, does go wrong. As a part of the class, students view the video, and then are divided into groups of four or five individuals with five minutes to identify all the problem situations they observed. A 20-minute class discussion follows in which adviser/advisee problems are identified and solutions brought forward by the students. Following this discussion, students are required to meet their adviser during the next week. Through the exercise of viewing the video, identifying problems, and offering solutions, students set advising goals and realistic expectations. They define success in academic advising.

Each term students evaluate each course and each component within the course. The academic advising video and its subsequent discussion are always rated by students as one of the best and most enjoyable components of the course. A survey of the advisers indicates overwhelmingly that students participating in the student success course and, therefore, the advising component, are much better prepared for their individual academic advising sessions. The advisers find these students bring with them the proper materials, have more positive attitudes, and have realistic expectations about their individual academic advising sessions. An evaluation of the campus academic advising program conducted by our Counseling Center found students participating in the student success course, and therefore, the advising component, had more positive attitudes toward academic advising than the student population in general. These participating students were more satisfied with academic advising and were able to define their goals and successes in academic advising.

As stated above, following the class discussion, each student is required to meet their adviser. Students must provide a brief description of this advising session and the student's perception of its value. This requires the students to use the skills just learned in the class, and provides the institution with one more method of assessing student satisfaction.

It has become apparent the student success course and the use of a humorous video detailing an incredibly bad academic advising scenario, followed by a subsequent discussion as to expectations and success, has changed the attitude of our students. They are able to define academic advising and know when it has been successful. The class discussion allows the students to become participants and actually define what is success.

The video was produced "in-house." The adviser is the director of new student orientation and is a familiar face to the new students viewing the video. The student being advised is one of the peer advisers from orientation. By design, the video appears very relaxed and intends to be short, to the point, and capture in an almost amateurish way the advising scene. This, by design, is not a three camera operation nor is it professionally done. It is literally produced for the cost of the video tape, and therefore, can be updated at any time. Research has demonstrated the students would prefer a bit of the humorous informality as opposed to a very expensive (usually funded by a grant and delayed for years) film. Any institution could produce this video with several hours worth of work and a borrowed camera.

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Labor Pains: Birth of A Seminar

Most college faculty and administration recognize the need for a freshman seminar. These seminars take many forms. The intent is to bridge the gap between high school and college with as little pain as possible.

Problems arise during the development of the course outline. Should the philosophy department construct the syllabus focusing on critical thinking and the development of university? Should the psychology department design the syllabus and focus on the developmental stages of students? Who should teach this course? Each faculty member bring his/her particular style and subject specialty to the course.

The purpose of this presentation is to encourage audience members to describe how their freshman seminars were developed, modified, and evaluated at their respective institutions. Suggestions for avoidance and coping with potential problems will be elicited and discussed.

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Assessing First-Year Programs: Politics, Complexity, and Insight

The First-Year Program (FYP)at St. Lawrence is a team-taught, residentially-based, multidisciplinary program. It was a faculty initiative, designed originally to foster a more intellectual climate in a liberal arts college known for its partying. The program was piloted in 1987, then made mandatory for all freshmen in 1988, with the stipulation that it be thoroughly evaluated and reconsidered after three years, by a university-wide committee as well as outside consultants.

This session will focus on the problems raised by outcomes assessment of a complex program with multiple educational objectives. We will begin by outlining the structure and goals of the program, as originally conceived. The program provides residential and social life for students as well as academic advising, instruction in writing, public speaking, research methods, and introduction to important intellectual themes. In its first four years, the program included a common multidisciplinary course entitled The Human Condition: Nature, Self, and Society. Each year the faculty of the program met to choose common readings and topics. Thus the major components of the program fall into four areas: intellectual content, residential life, communications skills, and academic advising.

The program was and is highly controversial because it represented a major restructuring of commitments and resources. It took the place of English Composition, it erased the boundary between Student Affairs and Academic Affairs in practical and theoretical ways, it challenged the hegemony of departments in hiring and resource allocation, and the intellectual authority of disciplines in defining knowledge. The spectre of the mandated assessment after three years hung over the thirty-six program faculty as they struggled to shape the labor-intensive new program. A feeling of embattlement developed in both

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camps, and the camps included not only faculty but also students and staff. The program was the first and only absolute requirement at St. Lawrence. It faculty and staff represented a challenge to the prevailing student culture whose values were upper middle class, sexist, racist, and anti-intellectual.

The assessment took place throughout 1990-91. The committee included one faculty member from the FYP, four other faculty members, one student-affairs staff member, and one student. It quickly became apparent that the complexity and controversy surrounding the program were going to be major factors in its evaluation. The evaluation should have been begun at the inception of the program, but no baseline data had been collected. It was unclear whether this assessment was to be about student satisfaction with the program or learning outcomes. Without baseline data, the latter end would be impossible to achieve. How do we measure the effectiveness of an experimental program when we have no comparable studies of traditional programs? Student course evaluations were available but there were no common evaluation questions across all courses at St. Lawrence. Thus the data ended up being essentially student expressions of opinion, not outcomes. Three outside evaluators came to campus, studied samples of syllabi and assignments, met with various constituencies and made recommendations. These were forwarded to the faculty senate and then to the full faculty. After much conflict and tension, the faculty voted to retain the program with a couple of major changes.

The most significant change was to substitute a selection of faculty-generated themes for the common course on the Human Condition. This was essentially to make staffing the program easier, but also to give students more sense of choice. Ultimately it has meant that the faculty can spend more development time on pedagogy and communication skills because they are not wrangling over which texts to choose. Also the new legislation mandated that the first and second semesters of the course be more distinct in structure and content. Students were very unhappy at what they saw as the tediousness of a year-long course. The importance of the major research project in the second semester was affirmed by the faculty, though it has continued to be problematic.

Also essential was the recommendation of the outside evaluators that we develop operationalized goals and continuous formative assessment within the program. In the year following the faculty vote, the program did develop sets of goals for each component of the program. The development of those goals statements, free of the external pressures generated by the previous assessment, was an extremely valuable way for program faculty to clarify their own responsibilities within the program. The ongoing outcomes assessment has been far more problematic. Various members of the assessment committee have conflicting agendas related to their fears of being judged by the performance of students, for example in writing proficiency. Additionally, the goals of the program are so huge and complex that evaluating their achievement is a full-time job. The committee burned out after two years. We have begun to collect some interesting data, but the task is monumental. The presentation will report on the results obtained thus far.

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Thomas C. Greene
Associate Professor of Psychology

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Associate Dean of the First Year and
Associate Professor of Philosophy

Eve Stoddard
Associate Professor of English and Director of International Education

Integrating Experiential with Intellectual Learning: Outdoor Experience as First-Year Text

Many First-Year programs, like St. Lawrence's, seek to do more than instruct students in basic skills, like college writing; they also aspire to initiate students into the pleasures and methods associated with higher learning, particularly liberal learning. Particularly in the United States, where a university degree is a commonplace for a wide range of socio-economic groups, many students come to universities without any intrinsic connection to the joys of academic inquiry. For these students an experiential dimension to a course can mean the difference between marking time and becoming intellectually engaged. This session will present some modules from an Outdoor Studies section of our First-Year Program which we think could be adapted to other programs and courses.

Nearly a decade ago St. Lawrence University established the First Year Program (FYP), an integrated residential and academic experience that is now required of all first year students. Within each of the eleven residential colleges, students enroll in a common course which integrates residential education and academic advising with more formal classroom instruction. Across colleges a common goal of the two semester course is to foster oral and written expression, but the academic content for each college's course is unique. Themes are developed by each multidisciplinary faculty team to reflect their interests and expertise, and students can choose the college in which to enroll.

As one option we have developed an outdoor college whose theme is "Knowing Nature: Culture, Gender, and Identity." The presentation will focus on the ways in which modules of the course draw on outdoor experiences, writing and reflection on those experiences, readings, and collaborative projects. Course projects help students to synthesize their own evolving individual and social identities with academic ideas and skills, through the vehicle of experience in nature.

Office of International Education - (315) 379-5991 FAX (315) 379-5989

We begin with students' embeddedness in and connections to specific places from their pasts. One early exercise asks students to share narratives about "personal places" that have special meaning to them. In contrast to some other disclosing exercises that cause discomfort or even resentment in reserved individuals, almost all of our students are eager to share experiences and the meanings they have taken from special places. The exercise simultaneously establishes similarities and differences in experiences, opens an academic discussion about places and place memories, and demonstrates the importance of physical and cultural settings. Thus, place serves as a nucleus or connection between the students' individual histories and the unfolding common experiences of their residential college.

Although the course includes a heavy load of multidisciplinary readings about place, the history of landscape aesthetics, the history of the concept of nature, and naturalist writing, the most important part happens outside of the classroom. We use both campus woods and streams and the nearby Adirondack Mountains to hike, canoe, or ski. Common experiences and places weave themselves into a growing sense of community. Writing and collaborative projects inspired by the outdoors help establish a habit of reflection and also critique. Environmentalist texts are used to foster critical thinking and intellectual engagement.

Perhaps the academic highlight of the 1994-1995 outdoor college resulted from the fortuitous opportunity provided by St. Lawrence's annual Festival of the Arts which this year had "green art" as its theme. Students attended about a dozen presentations by musicians, authors, and visual artists, all centered on environmental art. In response to both the festival presentations and the year-long course, students created journal-portfolios integrating sketches, collages, and other visual reactions with written text and annotations. Some of the projects were insightful, many were creative, but almost all demonstrated hard work and genuine engagement. Although the exact confluence of our course with this particular festival theme may never be repeated, the green art project demonstrates the ability of an experientially-based course to involve students in the dynamic intellectual climate of a university.

The outdoors serves well as both a source of academic content for a course, and as a platform from which to develop a sense of community between students and each other, and between students and faculty. We will suggest ways in which our use of places and the outdoors can be adapted to other locations to achieve the same goals.

SUSSEX COUNTY
COMMUNITY
COLLEGE

STRENGTH
THROUGH
EDUCATION

Presenter
Joseph M. McNally
Counselor

I CAN TEACH - YOU CAN LEARN

The success of a semester begins with a successful first class. I start each First-Year Experience course by immediately proving to the students that they can learn, and I can teach. I don't take attendance. I don't introduce myself.

My presentation is designed to be different. In the opening minutes, I intend to (1) creatively overcome new student apprehension; (2) help students discard poor self-esteem baggage; (3) encourage students to start their college more confident academically and (4) motivate students so they want to learn.

Students coming to the Freshman Experience class have usually placed themselves in a "descriptive student box" that ranges from excellent student to poor student. I use the first class to explain how they acquired their present student status, and how <u>they</u> can change it once they understand that "all men are created equal".

During the first class meeting, the students will also learn the difference between (1) being dumb and being smart; (2) not knowing, knowing and understanding; and (3) teaching and explaining. They will also learn that knowledge acquired is the basis of "intelligence", and acquiring knowledge can be interesting.

College Hill, Newton, New Jersey 07860 (201) 579-5400

At this point in the class, the students are told that they are now ready to understand how the next 6 to 8 years of their academic life will be spent. During the explanation that follows (the relationship between two year, four year and graduate degrees) there are opportunities to show the students how much they've learned in the class up to this point.

This presentation at the beginning of my first class does much to stimulate and motivate the students. A noticeable change takes place in the class attitude. More students open up and express themselves. An air of confidence and trust (in the teacher and in what they, student and teacher, can do together) develops.

I conclude the class with the 9-dot presentation which is timed to be completed at the scheduled end of class time. My presentation ends with "if my words can do this to you at the most tiring part of the day, imagine what I can do with you during the next 15 weeks."

If done well, most of the students can't wait for the next class.

Joseph M. McNally

Supplemental explanatory handouts will be available, but Mr. McNally encourages not taking, or tape recording, during his presentation.

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UNITED STATES INTERNATIONAL UNIVERSITY
10455 Pomerado Road, San Diego, CA 92131-1799, USA. Phone: (619) 271-4300 Fax: (619) 693-8562

A PANEL PRESENTATION

UNITED STATES INTERNATIONAL UNIVERSITY'S FIRST YEAR FIRST-YEAR EXPERIENCE: 1994-1995

Panelists

Dennis Weis
Professor of Mathematics and Science

Mary Ellen Brooks,
Associate Professor of Sociology

Oscar Schmiege
Professor of Philosopy

Al Zolynas, Chair,
Department of Liberal and Interdisicplinary Studies (Panel moderator)

Ramona Kunard
Dean, College of Arts and Sciences

United States International University in San Diego is a private university with an enrollment of approximately three hundred undergraduate students, half of whom are from countries other than the United States. Because of that diverse student population, the challenges and opportunities of designing and implemening a first-year experience have been--and continue to be--interesting to say the least. That challenge has been taken up by the faculty of the Department of Liberal and Interdisciplinary Studies who are primarily responsible for undergraduate General Education, which includes as a significant portion the "Freshman Year Experience."

By the end of academic year 1994-1995, United States International University will have completed the inaugural year of its new "Freshman Year Experience," consisting of three courses, four quarter units each, offered in the following sequence:

Fall Quarter 1994
FREX 1000: The World through the Natural Sciences, taught by Dr. Dennis Weis

Winter Quarter 1995

FREX: 1001: The World through the Social Sciences
taught by Dr. Mary Ellen Brooks

Spring Quarter 1995
FREX 1002: The World through the Humanities,
taught by Dr. Oscar Schmiege.

The objectives of the panel members will be to present information on and share the results of designing and implementing "The Freshman Year Experience." A brief description of the design of the FREX courses will be presented along with sample syllabi and a description and analysis of the students enrolled in the courses. Further, examples of types of assignments and work done by the students will be presented. Results of surveys administered to students about their experiences in the courses will be presented and tentative conclusions offered.

Of prime relevance will be a description and analysis by the panel members of the international component of the FREX courses (a key component of USIU's mission and curriculum), which will address the following questions:

1) At USIU, what is meant by "internationalizing the curriculum"?

2) What was paricularly international about the course content of the FREX sequence? What were some of the teaching approaches and strategies used to present the course content?

3) How did the students respond to the international components of the courses? How were these components used to create a "succesful" first-year experience?

4) What did we, as faculty and administrators, learn about our freshman-year experience? What worked, what didn't?

5) What will we do differently next year?

6) What can other institutions learn from our experiences this past year?

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BONNIE B. WILLIAMS
ACADEMIC DIRECTOR

OVERCOMING BARRIERS AND IMPLEMENTING THE FRESHMAN YEAR EXPERIENCE AT A TWO YEAR COLLEGE

The purpose of this presentation will be to give an in-depth look at how a two-year college overcame many obstacles to develop a Freshman Year Experience course for its students. The presenter will explain how a group of administrators, faculty and professional staff joined together to develop this innovate course. Most two-year colleges have a large non-traditional population; most students have commitments (families, jobs) outside the classroom. These significant time restraints, coupled with the inflexible requirements of most two-year programs, made faculty and professional advisors balk at the addition of a new course. Additionally, students would also be reluctant to take a course that, if the content were strictly study skills, would seem irrelevant. This group believed, however, that these students, many of who are first generation college students, desperately needed such a course to help them overcome barriers to their success, to help them become part of the college community, and increase their retention.

After many brainstorm sessions attended by faculty, students and staff,

An affirmative action/equal opportunity institution

an innovative Freshman Year Experience course evolved. This course was designed to be individualized and meet the specific needs of the students. Its purpose is to provide students with meaningful experiences which will help them at college and in the workforce. First, the three hour per quarter barrier was overcome by giving one hour credit per quarter, a total of three hours per year. Second, the components of the course include Academic Skills, Skills for Living, and Knowledge About the Institution/Higher Education. Thirty modules for the course were developed and are offered twice a week. Since many of these components are already in existence in other courses, students have the option of taking them in those courses (ie. Conflict Resolution is offered in the Professional Development course).

At orientation, students, in conjunction with their advisors, determine which modules would help round out their college experience. Then, throughout the academic year, students either avail themselves of the designated Freshman Year Experience module or complete the requirement in a course, workshop, or other source. Once, during each quarter, students meet with the Freshman Year Experience Coordinator and, using portfolio assessment, they are evaluated.

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John DOLAN
Mr

Introduction

The Peer-Proctoring Scheme is a recent initiative of the School of Education and Social Science within the University of Derby, and has the following aims:

§ to provide a means of offering study skills and academic writing support to students in need of it, and without the direct involvement of a member of academic staff, by

§ the recruitment of a cohort of experienced students to serve as trained proctors and thereby for them to apply their own skills, and refine their understandings of the process of successful study.

The Scheme sought a recruitment of a Proctor cohort of 10, who would then offer support to a maximum of 40 students during the Spring semester, 1995. Proctors receive payment on a hourly basis for the support they provide to fellow students; the Scheme is free to those students seeking its support.

The initiative is funded under a grant from the Academic Development Fund. The current scheme is located only on the Mickleover site of the University, and is principally intended to support those students following part or the whole of their programmes of study there.

Of limited scope and scale, the expectation is that the current scheme may serve as a reliable pilot for a wider and more sunstantive initiative in the area of peer study-support at some future date within the University.

John DOLAN
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U.K.

Vice-Chancellor
Vice-Chancellor
Professor Roger Waterhouse

Operation of the Scheme

The Peer-Proctoring Scheme introduced into the School of ESS has been designed to adapt some of these features of peer-tutoring from elsewhere inorder to produce a cost-effective and yet personally supportive programme benefitting to both those who offer support and those who sek it.

The Proctors

Recruitment publicity aimed at prospective Proctors was distributed to every individual CAMSStage 3/ B.Ed. Year 3 student between 13-15 December, resulting in a selected recruitment of 16 intending Proctors by 13 January. Recruitment criteria were:

- the submission of a short, formal letter of application.
- successful history of personal study to date, and
- possession of basic IT skills, particularly WP.

The over recruitment of Proctors reflected the high level of interest in involvement with the Scheme, as well as the quality of those making application.

A programme of Proctor training (P.T.P.) then took place 23 - 30 January, extending to 10 hours of contact and directed activities, covering:

- Proctors' expectations and expectations of those seeking support
- Audit of proctoring skills
- Support strategies for academic writing
- Support strategies for developing appropriate and reliable study skills and routines
- Review of support materials and their applications
- Administration details for the Scheme

The P.T.P. was designed to be exploratory and interactive, building on the individual skills which proctors brought with them from their already successful experience of study within the University.

14 intending Proctors successfully completed the P.T.P. Successful Proctors received a small payment to cover their investment of time in the P.T.P. , and each will receive a hourly payment for supporting fellow students, up to a maximum of 5 of 5 hours/per student proctored. In order to help safeguard the study well-being of the individual Proctors, each will support a maximum of 4 students in the current semester.

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Fidélma M Haffey
Administrative Officer

The Development, Introduction & Implementation of the Orientation Programme for New Entrants to The University of Dublin, Trinity College: Ireland's Oldest University

1. ***The aim*** of the presentation is to share with participants information and experiences arising from the development, introduction & implementation of the Orientation Programme for New Entrants to the University of Dublin, Trinity College,which was founded under a Royal Charter from Elizabeth I in 1592 - approximately four hundred years ago.

2. ***Pre-1993 Orientation Provisions*** for new entrants in College consisted of an uncoordinated series of items/activities which were produced/organised centrally and at department level but which lacked uniformity.

3. ***The introduction of the Freshman Orientation Programme*** in 1993 took place in Michaelmas (winter) Term 1992 as the result of recommendations brought forward by the University Council & Board, Students' Union and Students' Services Personnel.

4. ***The process of setting up the Orientation Programme*** began in Trinity (spring) Term 1993 with the convening of a Working Party which included the appropriate College Staff.

5. ***Provisions for the 1993 Orientation Programme*** included key items and/or activities which were agreed by the Working Party to be fundamental to the success of the Programme.

6. ***Evaluation of the 1993 Pilot Orientation Programme*** was carried out immediately after by inviting all of those who had participated in the Working Party to comment. It was suggested that improvement and revision would be required in several items and activities.

7. ***The Model for 1994 Orientation Programme*** was based on the 1993 Model plus the evaluation comments which followed from the 1993 Programme.

8. ***Evaluation of the 1994 Orientation Programme Model*** was also conducted immediately after the event and a survey of the 1993/94 comments is available for comparison. In brief it was suggested that there was still room for improvement in specific areas. However, the general consensus was that

Orientation went very well and the participants would be happy to be involved in a 1995 programme based on the 1994 model, taking into account the 1994 evaluation commentary. As a result of the evaluation procedure, three final year students from the Department of Statistics have undertaken a survey for the Working Party on Junior Fresh Students' Attitudes to the Orientation Programme, which, in turn will influence the design of the forthcoming 1995 Programme.

9. ***Concluding comments***: to review the procedures and obstacles which should be taken into account when developing, introducing and implementing an Orientation Programme for New Entrants in a long establishedUniversity.

Method of Presentation

- Oral presentation using overhead & slide projector
- Discussion on questions arising from above as suggested by (i) the presenter and (ii) the audience

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Lolita Sprugе
Dr. History
Head of Study
Department
University of Latvia

In 1991 when Latvia gained its independence great changes started in all spheres of our life.

We have thoroughly analyzed the experience of all these fifty years together with the countries of the former Soviet Union; the period of free Latvia before the Soviet invasion and the experience of different universities abroad. The results of analysis give us stimulus for new changes in our work. Institutions of higer education in Latvia gained their autonomy, that is confirmed by the Law-Satversme. The inner order and rules are fixsed there.

Now the students can get higher academic (bachelor's and master's degree) as well as higher proffessional education. Due to changes in the system of comprehensive and vocational education it is very important to involve freshmen successfully in their studies. This work starts already by organizing entrance examinations. It is of great importance to coordinate the content of entrance examinations to the level of the knowledge and skills they have got at school. There is a special department, commissions, that inform pupils about the requirements that are valid to enter the University. Besides, the entrance exams are planned in the way the students could try to take them in several programs.

To ensure the precise beginning of the studies we have introduced the registration of the students for concrete courses.

The first introductory lectures are of great importance because the lectures have to initiate them into independent studies, specific tests and exsams, that were not characteristic at schools.

It is very essential to give them the skills to work at the library, to make the list of literature for certain subjects.

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The freshmen have to get acquainted with students' life. After liquidating the old students'social organizations that organized practically all the activities only now new organizations, corporations are starting to emerge. The students'Council has been formed lately.

There are certain obstacles to activize students' life because many of them have to work to earn money for living. There are first attempts to create an organization, that could form a complex system to take care of freshmen-to involve them in students'life, to improve their accomodation, food, organization of leisure time. It is planned to renew the system of advisers.

The process of pupil's becoming a student is a difficult and complicated one. These are common problems for both sides-students and academic staff, because only in cooperation and good mutual understanding we can achieve high results in study process to form freshmen into qualified specialists and clever, academically educated citizens for our small country.

Richard James
Lecturer in Higher Education

First year students on the move: mobile students and their adjustment to university

For many students, commencing university is a time of major changes to lifestyle; for others, their daily routine remains largely unchanged. In this regard Australian universities differ markedly: some cater for large numbers of international students from the Asian region; regional universities provide on-campus accommodation for students who relocate within Australia; urban universities cater for the bulk of Australian students who remain daily commuters.

This paper follows an extensive 1994 study of the experiences of first year students in Australian universities. It reports linkages between students' residential and financial arrangements during the first year and their adjustment to and affiliation with university life, in particular, their perceptions of teaching and learning. The paper explores some of the scenarios facing universities and on-campus students in the light of the increasing globalization of higher education.

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1st Presenter Colin McKie 2nd Presenter David Gregg

An Evaluation of the First Year of International Business and Technology Degrees

Modern industries no longer operate within simple national boundaries. Increasingly, they seek to exploit international markets and opportunities. Industrial and commercial concerns in Britain and the wider European Community are faced with a growing need for trained professionals with skills in both business and technology, who are able to communicate and manage in overseas environments. The University of Northumbria at Newcastle with its International Business and Technology degree, has developed a course to meet such needs.

The first two years of the course provide a through grounding in aspects of technology and business related to manufacturing industry. Students on the course also learn a modern language, either French, German, Russian or Spanish.

Students spend their third year in a relevant European country studying at a technical university. A period of work experience with a local manufacturing organisation is included in this year abroad.

In the final year core subjects are reinforced while a major project based on the overseas year, plus options allow for specialisation.

The combination of business, technology, and a modern language allows the traditional gap in graduate knowledge to be filled. An outcome from this was that the course appealed to many more women that is normal for the engineering sector, and importantly to those students from non-traditional backgrounds.

A major objective of the course is to integrate the technology and business dimensions. One of the main vehicles to achieve this is case studies and laboratory sessions which investigate the development design and manufacture of products. This allows students to development business knowledge and engineering skills related to modern manufacturing industry.

A wide range of career opportunities are open to graduates from the course such as marketing, sales, procurement, project management, production/operations management, production control, personnel, quality, health and safety, product management and quality management both in the UK and Europe.

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University of Notre Dame
Notre Dame, Indiana

Angie R. Chamblee
Associate Dean, Freshman Year of Studies
University of Notre Dame

Meeting the First Year Challenge: The Balfour-Hesburgh Scholars Program

This session will outline the Balfour-Hesburgh Program at the University of Notre Dame, a comprehensive enhancement program for highly motivated, academically proven African American, Hispanic and Native American students. The main program focus is to empower students in their quest for success over the course of their entire college career. Session topics will include the pre-first year phase (a 4 week immersion program: it's structure, curriculum, support services), first year support (individualized monitoring and guidance, tutoring, collaborative learning) and the post first year opportunities. The program began in 1986 for Science and Engineering majors and expanded in 1991 to include Arts and Letters and Business Administration majors. In our 9th year, we are proud of the fact that 96% of our participants successfully complete their first year of studies at the university.

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Christopher Bell
Head of Department

Presenter: Roger Catchpole

Learning Skills & Induction Adviser

Student induction is too often seen as a process which mainly involves giving a lot of information to new students in large groups during their first few days at University. At the University of Plymouth we are developing an approach to induction which recognises that the process is individual to each student. The implications of this are that it should begin for the student once he/she has been accepted onto a programme of study and that it will only end when he/she has both settled in to the new way of life and into the new learning environment, starting to function effectively in his/her programme of study. This moment has been described within the institution as the 'moment of click'. The presentation will start with a short video clip of students, who have passed this point, talking about their learning.

At Plymouth staff have met to consider how to improve the University induction practice and have identified certain objectives for the three stages of the process: pre-entry, initial (the first week or so), on-going (up to the moment of click for each student). We see it as important to have common objectives for each of these stages but then to foster a wide range of practice as seen as appropriate by different departments for achieving these objectives. The presentation will share these objectives with participants and give a range of examples of the practice designed to meet them. It will also describe the strategies being used to spread effective practice, to promote the longer term view of induction at Plymouth and to make sure that induction provision does meet our students' needs.

The main purpose of the interactive group discussions and plenary which follow will be to pool the ideas which have been provoked by the presentation. A range of materials being used by the University of Plymouth will be available for participants to see.

Contact: Roger Catchpole, Department of Continuing Education & Development, University of Plymouth, Drake Circus, Plymouth, Devon PL4 8AA. Tel: 01752 232377

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Arts and Sciences and the Associate Dean of the College serves as the Director of the Preceptorial Program.

Benefits and Limitations

The University's experience with the program and recent focus group research confirm existing scholarly findings about the benefits of a freshman seminar course. Some of those benefits are: 1) providing early and continuing interaction between the student and the faculty advisor; 2) introducing students to the intellectual resources of the University; 3) encouraging students to develop a habit of intellectual inquiry; 4) personalized attention and counseling in the planning of a program of study for students; and 5) the ability to identify and intervene with student problems.

The program also has limitations including: 1) the tension between nurturing freshmen students and maintaining rigorous grading of an academic course; 2) the tension between the amount of course material to be taught and the necessary orientation material; 3) budgetary constraints in the training of the preceptors and scheduling courses; 4) quality control of both the academic course and advising; and 5) the interface of the Preceptorial Program with other student service programs including freshman orientation.

Recent Innovations

The Preceptorial Program has proven itself to be very flexible and the University continues to find new ways of using the program to meet faculty and student needs. One initiative encourages younger faculty to participate in the Preceptorial Program by assigning them to a more experienced faculty member who has been designated and trained as a mentor. Another program attempts to increase student retention by providing extended advising to freshmen students who are placed on academic probation after their first semester. The curricular offerings continue to evolve as student and faculty interests change and now include traditional general education courses, interdisciplinary courses examining a problem or issue from several perspectives and innovative approaches to traditional subject matter. And, finally, a current initiative links the Preceptorial Program to two campus-wide concerns. First, through the Preceptorial Program freshman are introduced to the University's academic integrity policy and are encouraged to pursue honest study habits. Second, the Preceptorial Program is now associated with the University's assessment effort by linking the Preceptorial Program to capstone courses. By linking the Preceptorial Program to the capstone initiative, students experience symmetrical closure on their educational endeavor and comprehend the amount and quality of academic progress they have made while at the University.

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UNIVERSITEIT VAN SUID-AFRIKA UNIVERSITY OF SOUTH AFRICA

STUDENTEDIENSBURO STUDENT SERVICES BUREAU

NETWORKING AND ACCREDITING STUDENT SUPPORT ACTIONS AT THE UNIVERSITY OF SOUTH AFRICA

Hendrik T Gous
Head: Student Services Bureau

The University of South Africa is a distance education university serving a varied student body in terms of culture, social structure, language, age, life experience, occupation, income, academic qualification, and aspirations.

Teaching departments and faculties (groups of departments) with serious but own views on academic autonomy, management style, educational objectives, and interpretation of the distance education mode have added to the complexity of the institution, its teaching and facilitation of learners.

Recent and drastic political changes in the country and a not so conducive educational system, especially at school level, have delivered a candidature, in many instances educationally not so well prepared but with high expectations of what is generally accepted as an established and highly accredited academic institution.

Also, the catchphrase at the University has become: Let's take the "distance" out of distance education.

Matching the diversity in tuition and learning and fully serving the rainbow society (+ a few thousand in other countries) have become key issues at the University. Various student support and academic bridging actions came into being.

In 1992 the Academic Advisory Committee of the University reactivated the whole question of student support and inspired the six faculties: Arts, Economic and Management Sciences, Education, Law, Science, and Theology to come forward with initiatives.

Arts, Education, Law and Theology identified some of their existing first level courses as "student development" courses, enriched in method of teaching and content adjusted, and intended to be compulsory for all new entrants. A number of these courses are already in operation.

The Faculty of Science adjusted their comprehension skills module (smaller course unit) and also instituted bridging modules in Maths, Physics and Chemistry mainly intended for underprepared students in these sciences.

The Faculty of Economic and Management Sciences introduced an extra course, "The Economic and Management Environment", as a compulsory course for new entrants to degrees offered by the Faculty.

Some individual departments, not necessarily those involved in "student development" courses, set about integrating the specific teaching of academic

skills, especially reading and writing skills, in their courses.

The Student Services Bureau designed a special student development course emphasising academic, learning and career development skills based on their experience in advising, counselling and facilitating distance education students for the past quarter of a century.

The Unit for Adult Basic Education, the Centre for Open Learning and some of the centres run by academic departments have also established programmes or certificate courses which may be engaged as student support programmes.

Networking and integrating all these student support programmes or actions and evaluating and accrediting them in terms of the University's mission in a changing society have become a dynamic challenge.

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UNIVERSITY OF
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Low-Tech vs. High-Tech Teaching: It's Still the Teacher Who Counts

High-tech opportunities exist in the classroom; however, for most instructors the one-to-one interaction of instructor to student is the main mode of communication. An analysis of high-tech vs. low-tech approaches is provided. By using high-impact, low technology teaching techniques, instructors can maximize the obstacles and liabilities of large classes and turn those obstacles into opportunities. An approach to teaching which focuses on using an instructor's knowledge, desire, and interest is presented. With a few simple, easy-to-implement, strategies, instructors are better able to optimize critical thinking, language skills, and sensitivity to diversity issues. A formal model is presented and specific teaching tips which are proven to be successful is provided.

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University of
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An Innovative Approach to Curriculum Design - Personal Development in Relation to Sport (PDRS)

Brief Description of the Innovation

In 1993 a BSc Sport Science was launched at the University of Teesside. A unique feature was the inclusion of a sequence of modules entitled 'Personal Development in Relation to Sport' which ran throughout the programme. The original design intention was to reduce formal contact time, in recognition of the fact that some students would be elite athletes who would need to combine studies, training and competition. However the modules also reflect other aspects of the course philosophy by supporting the development of personal transferable skills, encouraging independent learning and ensuring the application of theory to practice. The essence of these modules is that the students focus on their own practice to develop their performance, either as an athlete, a coach, an official or an administrator.

In year 1 PDRS is deliberately *process-focused* - identifying resources, exploring good practice, selecting appropriate media for communication - and is supported by seminars and individual tutorials. The second and third year are essentially *self-managed* and there is limited formal contact time in the form of individual tutorials. Throughout the PDRS students maintain a *portfolio* which is the primary vehicle for learning and assessments. Students are required to plan and regularly review & reflect upon their development and at the end of the first and second year each student produces a contract which details their intended programme of study and activity for the following year.

Contribution to Student Development

PDRS has enhanced the student experience of Higher Education in many ways:

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i) Every student has a personal tutor and is guaranteed regular contact.
ii) Within a modular structure PDRS offers the opportunity to integrate learning, where the student is expected to apply the theory and skills acquired in other modules to their PDRS.
iii) The opportunity for the students to reflect on their own practice and achievements provides motivation, but also adds purpose to the other modules that are drawn upon to assist their development.
iv) The students are involved in a process of learning that will be life long. They have the ability to critically explore the many factors that influence performance and discriminately select resources and forms of media that support them in their studies.
v) Working with peers is encouraged through meetings with all cohorts of sport science students, where the sharing of good practice is encouraged.
vi) Contact is minimal in years 2 and 3, but also if a student is unable to attend for a period of time, they can continue this programme of study independently and reduce the quantity of work required on their return.

The BSc Sport Science at Teesside has been enhanced by this approach. The students are motivated and many are achieving long term goals much more quickly than anticipated. In addition the work within this course has raised its profile in terms of the number and range of sports groups and individuals offering support to the students. There is also an increasing number of applications from elite performers who wish to combine high level competition with academic studies, or aim to achieve a high level of performance through the application of their study areas.

On-going Developments

Implementation of the PDRS has been closely monitored and appropriately fine tuned in the light of experience. Consideration is being given as to how discipline-free this approach is and to what extent it could be successfully be adapted for use in other programme areas.

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The inclusion of transferable skills in the Business School Curriculum using a Personal Development Portfolio

A Personal Development Portfolio is used to provide a means in which students can collect evidence that they are developing important transferable skills. The portfolio and the supporting materials provide an innovative way to introduce skills development in the first and subsequent years of a modular degree scheme. This paper describes the developments which have taken place in the first year of the degree programme since the modular scheme was introduced, and suggests further changes which might be made.

Teesside Business School has introduced a Modular Business Scheme (MBS) leading to one of a number of honours degrees in business. The scheme allows flexibility in the choice and structure of the degree experience available to undergraduates. A key feature is the ability to adapt the degree to meet the changing needs of employers and the community.

Students enter the MBS from a wide range of backgrounds and possess various skills on entry. It is necessary to develop the skills of students and to ensure all students have the opportunity for personal development.

There is agreement on the types of knowledge and skills expected to be attained by a business graduate although debate continues around the context in which skills can be developed and whether skills can be separated from knowledge. The MBS starts from the premise that important business skills should be developed within the degree. Some skills are, in any case, immediately important for educational development (study skills and working with others, for example)

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The focus for the development of personal and transferable skills was to be a portfolio developed by the student, with support provided by a mentor. The portfolio was to be formative, rather than summative. The objective was to encourage students to become reflective learners, and to show the evidence of this reflection in the material selected for the portfolio.

Experience has shown that staff and students are uncomfortable with this approach and many students lack the skills to take responsibility for their own learning to such an extent in their first year.

It has also been shown that for skills development to be effective, the scheme has to be given staff support and encouragement. This has been done by making the scheme a compulsory part of the programme in the first year and a requirement for progression. The scheme also has to be closely linked with the learning objectives of the rest of the course, and student satisfaction with the programme is highest when this is clearly demonstrated.

Skills development requires a high level of resource commitment, and this is proving difficult to sustain as numbers on the degree programme increase. The next step in development is to provide the option for the skills development programme to be followed using specially prepared open and commercial open learning materials.

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UNIVERSITY OF TEESSIDE

VALUABLE INNOVATIONS: LESSONS FROM THE CBL TEAM

Alyson Tonge University of Teesside

Denise Gallagher University of Huddersfield

ABSTRACT

The impact of Information Technology on programmes in Higher Education is well documented. However there are no recorded scientific tests which isolate the role of technology in providing better teaching quality (Mapp, 1994). Accounting education has provided one of the major thrusts to the innovations with work on skills, learner support and most recently Computer Based Learning (CBL). Much of the work has been developed in the USA but recently a major change has begun within the UK. The HEFCE Teaching and Learning Technology Programme (TLTP), recognising the importance of mechanising learning in particular circumstances, has funded a range of projects across a broad spectrum of Higher Education disciplines. One such project is the Accounting Consortium, TLTP48, whose objective is to develop interactive software to deliver the curriculum typically found in first year accounting courses. This paper reports on the issues confronting that team and highlights design and implementation challenges. It also rehearses the evaluation strategy and lays out evaluation design issues that go some way to meeting the challenges of educational proof. The authors welcome comment from the international arena on their strategy for evaluating learning in the classroom and on the developing methodology for implementing new technology based learning in the curriculum.

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The Freshman watershed - swimming with the tide.

Background. Educational policy in Norway has mass-education as its primary goal, and young people are encouraged to enter higher education. The idea is that this will eventually contribute to an increase in the nation's overall level of competence. A pleasant side-effect, however, that politicians certainly welcome, is that while in higher education many young people are absent from the unemployment statistics.

As a consequence of this encouragement the Norwegian Universities experienced a rapid growth in the number of first-year students in the late eighties and early nineties. Simultaneously it was observed that the retention rate was slowing down (2/3 of the students failed to achieve the expected 20 credits a year - in 1990) and the number of students failing to pass the examinations was on the increase.

The pressure on the higher educational system to make a greater effort to accommodate this student influx without additional resources, naturally increases. This creates problems for both staff and students. The staff-members have to take on more lecturing, and have less time to do their own research - and the students face overcrowded lecture halls, absence of personal contact with, or response from, their "models". They are also left more or less to themselves while at the same time having to adapt to a new learning environment. As there is no tradition in Norway to live on campus, alienation and lonelieness may also present a problem because social integration will take more time.

The programme we are going to present was initiated as a result of the University of Trondheim wanting to address this new situation. The programme is financed and supported as a joint venture by The University of Trondheim and The Ministry of Education, Research and Church Affairs.

About the programme. The hypothesis underlying the project is that it is possible to obtain better college quality by strategically directing resources into improving the studying and learning habits of students. Three departments (Maths, History and Education) were invited to participate in a college quality programme. The departments were granted a generous amount of money and personnel over a 3 year period (1992-95) in order to develop and implement a two-term programme to improve the retention rate, the academic achievement and the working environment of the first-year students. About 100 students are recruited on a voluntary basis to the programme each year.

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The programme content. Only a few main guidelines as how to develop a good model for carrying out the task were provided. This was done because the departments in question provide quite different learning and studying cultures. The department of Mathematics has traditionally followed a rather strict structure in its programmes, while the department of Education and the department of History are at the opposite end of the scale, representing what have come to be called the "free" studies.

The three departments involved were allowed to elaborate on the details of the content of their programme. They came up with different solutions, albeit with a common main theme. After having recruited the newcomers, and signed a mutual "contract", a substantial effort was made to introduce the students into the learning culture and to ease the transition from the "outside" world to the freer world of undergraduate studies. This was achieved by means of weekly tutoring in small groups, and by providing exclusive access to private study facilities. Working through the curriculum at a reasonable pace was vital to the success of the programme, but stimulating genuine interest, problem-oritentation and critical thinking was the underlying agenda.

Evaluation and Main Results. The programme, in all its diversity, is followed by an evaluation which focuses on the implementation process and the outcomes of the investments in terms of increased quality. Separate evaluations are carried out each year (1993, 94, 95). The final report will try to point out and illuminate which strategies have proved to be the most efficient according to the main objectives. Michael Quinn Patton claimed that - "Evaluators do it under difficult circumstances" - which in Norway - and especially in this case - are the circumstances we know best!

The evaluation so far has given us some indication that quality programmes introduced have much to offer - particularly if a good balance between freedom and structure is maintained. The students that participate in the programme report general satisfaction with their studies, the failure rate has decreased, the achievement level is better and the retention rate is good compared to that of young, non-participating, students.

The presentation will describe in more detail how successful the programme was at departmental level, and what philosophy and theoretical orientations supported the models they used. The question we are left with is whether it is possible to go through with the so-called Fourth generation evaluation (Guba & Lincoln, 1989), or would we have to settle for a less integrated approach?

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PEDAGOGY AND ASSESSMENT IN A GLOBAL PERSPECTIVES FRESHMAN YEAR SEMINAR

Annette V. Lucas, Ph.D
Associate Dean of Academic Affairs
and Professor of French

As part of an entering Freshman's first year experience at Ursinus College, all students are required to take the Liberal Studies Seminar. Approximately half of the class does this during the fall semester, and the remainder take the course during the spring term. The goals of the Liberal Studies Seminar are as follows; 1) to develop a student's ability to think critically through a pedagogy which stresses the intellectual process; 2) to foster the essential skills of critical reading, effective speaking, and clear writing; 3) to develop these skills within the intellectually challenging context of a broad theme relevant to the human condition; 4) to enable the student to make connections across the disciplines. Faculty members from all disciplines lead students to reflect about significant issues that introduce them to the intellectual climate of the College.

This year, the seminars are organized around the theme of "Individual and Community" and all instructors are expected to consider issues of race, class, and gender as they design their particular topics. In addition, the organizers of the seminar encouraged the infusion of international perspectives and global implications whenever appropriate. The "internationalization" of the seminar has been fascinating because the common experience for both faculty and students has been a dialogue on diversity from both the multicultural and the international perspective. About half of the faculty members have international training and about three fourths of the seminars examine the individual within the context of a global community, be it scientific, economic, intellectual, political, or social.

The focus on process as well as content has required the instructors of the seminar to retrain themselves in a new methodology which includes cooperative and collaborative learning, "writing across the curriculum" and "learning through discussion." Frequent meetings throughout the year offer opportunities for professional development and provide support for professors at all stages of their academic career as they take intellectual and pedagogical risks.

After five years, reaction to the program continues to be very positive. Faculty members have reported a sense of "liberation" in being able to step outside of the bounds of a circumscribed discipline in order to engage in broader, or even quite different

avenues of inquiry than those that they typically consider. The application of a new pedagogy and the conversations about teaching have dramatically changed the teaching climate at Ursinus. In turn, students in their lengthy written evaluations at the end of the semester have also indicated satisfaction with the course. They point to a broader understanding of their world, better writing and speaking skills and more confidence in tackling complex issues. An objective outcomes assessment conducted by a member of the psychology department confirms that the Liberal Studies Seminar meets its goal of fostering critical thinking. This is particularly useful since in a time of budgetary restrictions and cutbacks, a "labor intensive" Freshman Seminar needs both subjective and objective data to justify a continuing commitment of college resources.

During this session we will review some of the pedagogy which develops critical thinking in a Freshman Seminar, the professional development necessary for implementation of a successful program, the global content of the course and the increased international awareness of the students. We will also examine assessment based on a variety of tools including student evaluations, faculty self-studies, data collection, and interviews and anecdotal experiences.

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FORGING A CLASSROOM LEARNING COMMUNITY:

Louis Schmier
Professor of History

So many first year students come to our campuses afflicted with a varying severity of non-cognitive "LD:" "L"earning "D"ependency. It's a pernicious disability that drains the intellectual and emotional excitement, drive, energy, purpose and meaning from the student. Since attitudes have an effect on performance, this LD stunts or arrests intellectual development, academic achievement, and emotional growth. Blank faces, hollow gazes, silent voices, unexcited movements are the easily spotted physical symptoms of this malady. The intellectual disabilities are legion: shortage of creativity and imagination, deficient sense of curiosity, lack of initiative, weakened technical skills, addiction to dull and meaningless plodding, satisfaction with copying and memorizing and drill, preoccupation with test scores and grades, contentment with being controlled, inability to exercise empowerment. The emotional impediments fundamentally are a difficulty in believing in themselves, acceptance of mediocrity, a lack of pride, eroded self-confidence, weakened sense of self-worth, and an overriding fear of being wrong or "looking stupid."

The causes of this LD are what I call a "woundedness:" physical woundedness inflicted by the chance throw of genes, accident, and disease; intellectual woundedness resulting from a less than supportive educational system that plays with students in dumb-smart games; emotional, mental and spiritual woundedness resulting from a host of personal, social, and family situations, pressures, abuses and prejudices.

The emotions are there. The classroom is a stressful place not because it is a stressful place, but because the support system seldom exists wherein everyone finds comraderie with each other, is concerned for and cares about everyone else, and everyone assumes the responsibility for the success of each other. If we truly care for the students, then, we, as teachers, need to be more aware, less afraid of that dimension of our students. We must be more honest and more authentic in what we're doing. The purpose for recognizing, naming and addressing tensions and emotions that exist within the students and in the classroom is a means to help

student start believing in themselves, become more comfortable with the spirit of inquiry and the joy of learning, become more aware of their innate powers and abilities.

Teaching to emotions or attitude is motivational. The emotion drives and gives direction to the intellect. It leads to academic performance and deepens understanding. It focuses on the student's attention, arouses interest, connects the student's world to learning, and builds a classroom community.

I will use the audience to simulate my classes. I will use the same format that I use in my classes. You will be randomly divided into groups as I divide my classes. Using a series of exercises which I use at the beginning of class, as well as examples of teaching techniques I use throughout the course, I will simulate a portion of how I generate and maintain the atmosphere of a learning community. You will experience what the students experience and feel what they feel. You will also gain insights into how the learning community increases competency in the use of analytical skills as well as a grasp of the contents and concepts of the subject. Above all, you will see how the obstructive isolation, competition, loneliness, and separateness of the traditional classroom is broken down and replaced with a trusting and supportive feeling of family. I have found that establishing an identity for every students in the learning community fosters courage and risk-taking. It bolsters self-confidence, self-esteem, and encourages growth. It satisfies the students' need for validation and affirmation. As the class evolves, students begin to disclose themselves. They begin to share their fears, their weaknesses, the murky part of them, their strengths, their light, who they are. And in so doing, they become gifts to each other.

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ASSESSING AND ENHANCING THE HEALTH STATUS OF COLLEGE STUDENTS DURING THE FIRST YEAR: A MODEL FOR HEALTH PROMOTION PROGRAMMING

Increased health risk behaviors resulting in heightened incidences of illness among freshmen students is a significant issue for colleges and universities to consider when designing initiatives to enhance the collegiate experience for entering students. The purpose of this presentation is threefold: a) to present health statistics and disease incidence profiles of freshman students in selected American Universities and to examine the prevalence of high risk health behaviors among college freshman; b) to present a model for prevention, risk reduction, and health promotion initiatives on college campuses; c) to present a course developed for freshmen that raises awareness, educates, and provides behavioral change initiatives for the student that moves them toward a healthier lifestyle emphasis.

First, a profile comprised of data from the United States Center for Disease Control on health habits and risk behaviors of American students will be presented. In addition, health risk behavior data collected on students from selected universities will be given. Of special importance will be information related to nutritional status, exercise behaviors, tobacco utilization, assessment of stress, utilization of alcohol and other substances, and high risk behaviors especially related to heart disease/cancer/aids.

Secondly, a model for comprehensive health promotion programming for freshman students will be presented. This model will illustrate how the university through a variety of programs and initiatives can enhance the health and well-being of the first year student. The model will emphasize a comprehensive approach that is contingent upon the cooperation of a variety of programs and services available to students such as, food services, campus recreation, student health, women's issues, student services, counseling services and residential affairs. The model will show how program needs can be determined based on entering health profile data, how relevant educational and intervention programs can be designed and implemented, and how to measure improvement of health status of freshman students in relation to outcomes of a health enhancement program. Actual program initiatives will be discussed.

Thirdly, a course developed at Vanderbilt University entitled, "Styling Your Life for Wellness" will be presented. This course was specifically designed for first year

students so that the knowledges and life enhancement skills learned in this course could be adopted for the entire college experience and beyond. The course focuses on the following: a) recognition of one's health status and lifestyle habits, b) enhancement of quality of life through the reduction of high risk health behaviors, c) understanding contributors to disease risk and becoming educated toward risk reduction strategies, d) development of individual behavior change strategies for enhancement of health and quality of life.

The objective of this presentation is to encourage those involved in the first year experience with students to consider the need for increased emphasis on programs and initiatives related to the health and well-being of the student. Developing health initiatives to reduce disease risk, reduce illness prevalence, and enhance quality of life will only serve to improve the first year experience.

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DRAFT PROPOSAL FOR FRESHMAN year conference

Partnerships for Success in the First Year: Parents, Students and Staff

Over the past few years, administrators and faculty members at Washington University in St. Louis have been listening to students in new ways. Through systematic focus groups and a freshman advisory group of students who meet weekly with two deans, we have validated some of our prior assumptions about freshmen and have developed some new ideas about how best to support their success.

A significant point that our students have emphasized is that they are more likely to turn first to each other --or to their parents--when they want help, rather than to the many support services we trumpet so proudly. Students also rely on the campus grapevine more than official channels of communication to learn about opportunities and campus events.

We have responded by intentionally refining and cultivating **partnerships** with **parents, students, and front-line staff** to promote success both in and out of the classroom. Our goal is to create an environment that encourages all students to make the most of their college years--to take advantage of academic and co-curricular offerings and to use the support services they need.

Our presentation will include discussion of:

*Focus Groups and Student Advisory Groups
*Parent program: sample written materials , Orientation schedule and video tape of "Letting Go" program, based on Coburn's book, Letting Go: A Parents' Guide to Today's College Experience.
*Network of student peer education and peer counseling programs
*Including front-line staff in the support web

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We will pose the following questions for discussion with the audience:

*How can we cultivate parents as partners while fostering the development and independence of their children?
*How can we maximize the impact of students as peer advisors, counselors, and educators?
*How can we include front-line staff in the support systems for first -year students?

Washington University's **parent program** aims to include parents as partners in the education of their children, while simultaneously fostering the separation and independence of students. We provide parents with information about Washington University; we introduce them to the key people, programs and services on campus. Through written materials and a two day orientation program, we help parents develop realistic expectations about college life today and about their children's development. We urge them not to attempt to orchestrate the lives of their children or try to solve their problems, but instead, to act as coaches who encourage their students to seek out the opportunities and resources on campus. Our program consists of a Parents Resource Guide, a lively program about "letting go", and another frank and often heated discussion about residential life. Throughout the year, the Dean of Freshmen sends letters home to parents, letting them know what is going on at the University and what students are likely to be experiencing. Our Parents Weekend program reinforces the earlier programs .

Our Student **peer educators**, **peer counselors,** and **peer advisors** provide a valuable service in educating and counseling students about everything from eating disorders, rape and sexual assault to helping them select courses. Not only do they function in these official roles; they also become part of our general web of support for new students. Their training and their visibility often put them on the front line when new students are trying to make decisions or don't know where to turn.

Front-line staff (secretaries and administrative assistants) often have a lot of direct contact with students. We have learned from our students that the treatment they receive from secretaries and receptionists in campus offices can have a big influence on their comfort level and their attitude about that office. Students may avoid offices where the front-line person sets an unwelcoming tone. On the other hand, front-line staff who make positive connections with students, or who do a good job of supervising student workers, often become important people in those students' lives. We have been attempting to include all front-line staff in orientation for new students, and have proposed the incorporation of information about student development and resources for students into their "Service for Success" training program.

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Reframing the Classroom - From Teaching to Learning

Philip Weinberger
Professor of Sociology
Chair, History and Social Science Department

Too many of us, the teaching faculty, view the classroom as a place to teach far more than we view it as a place to learn. That we have begun to take teaching more seriously than we did in the past is, indeed, an encouraging step, but it does not take us far enough. We tend to understand our twofold task as determining how best to teach and then executing our plans. In this frame we tend to see our teaching as performance - perhaps "performance" as in delivering superb lectures to our students or facilitating stimulating discussions among them or perhaps "performance" in the more theatrical sense of holding our students attention if not actually entertaining them. These views miss the mark for as we focus on ourselves and our *teaching*, we fail to focus on our students and their *learning*. This distortion is apt to be especially consequential during the first semester when our students are ripe for change and when the bases for retention must be established.

Surely, reframing the classroom as a place for learning can be accomplished in multiple ways. One way requires, first, that we understand the changed nature of the students in many of our classrooms and, second, that we more keenly attune ourselves to the learning process itself.

The classrooms in many of our institutions have become increasingly populated with students of working class background who are among the first generation of their family to attend college and with students who, regardless of class background, want career preparation rather than education. Given these facts, we cannot act as if our students are like ourselves: able and ready to be educated. Rather, they carry un- and even counterproductive attitudes such an intolerance for ambiguity, unwillingness to disagree openly with an instructor, and a far greater appreciation for doing than for knowing. An awareness of how these attributes are impediments to learning should direct our attention to the nature of learning itself. Until we know how our students learn and the impact of their backgrounds on how they learn, we cannot know how to teach them.

We can become more attuned to learning if we think in terms of information-processing models that have come to such prominence in cognitive psychology. These research-based models which describe the flow of information through the mind have some very clear implications for what we should do in the classroom if we wish our students to become more effective learners. Many of these implications will be demonstrated. Further, links between information-processing and "learning styles" will be explored as will the implications of the work on language codes by sociolinguist Basil Bernstein for information-processing and learning.

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WHEN THE COMMON DENOMINATOR IS DIVERSITY

Theodore A. Kotila
Assistant Professor of Social Science, Interdisciplinary Studies Program

Linda L. Hulbert
Assistant to the Director, Interdisciplinary Studies Program

At the undergraduate level, for more than twenty years, the Interdisciplinary Studies Program (formerly: The University Studies/Weekend College Program) at Wayne State University has used an interdisciplinary curriculum and an innovative delivery system to deliver a Bachelor of Interdisciplinary Studies and a Bachelor of Technical and Interdisciplinary Studies degree to non-traditional "adult" learners. As the only open admissions program in a large, urban, commuter university, the ISP attracts undergraduate students with an especially wide range of skill levels.

At the graduate level, as of Fall 1994, the ISP offers the Master of Interdisciplinary Studies degree. The MIS, which is modeled on the tradition of graduate liberal studies programs for adult students, is unlike specialized graduate programs. Students choose from two tracks within the MIS Program: Historical-Cultural Studies or Individualized Studies. Holders of a bachelor's degree with majors in traditional academic disciplines as well as those who graduated from interdisciplinary programs can apply for admission to the MIS Program.

Each of the degree options--BIS, BTIS, and MIS--poses a unique set of challenges and requires an equally unique set of answers. The "typical" student seeking a BIS may have no college experience, some college experience, or an associate's degree. She has been out of college for several years or has large time gaps between college courses. In many cases, her academic skill levels are low and her anxiety level is high. The "typical" student seeking a BTIS has an associate's degree in a specialized or technical area. She may be coming to us fresh from the community college experience or she may have received that degree several years ago. Usually, the more recent the associate's degree, the higher the academic skill levels and the lower the anxiety level. The "typical" MIS applicant is someone who recently received a bachelor's degree with a major in almost any discipline or someone who received a bachelor's degree years ago or someone who holds an interdisciplinary undergraduate degree. Her academic skill levels are high but her level of understanding of interdisciplinarity may be low.

Our goal in this presentation is to share both the joys and the sorrows of such diversity of student experience. We will share information on our attempts--courses, tutoring, advising strategies--at helping these first-year undergraduate and graduate students successfully confront these challenges.

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SCHOOL OF ARTS & SCIENCES
OFFICE OF THE DEAN

Presenter
Carol A. Hawkes
Dean, School of Arts and Sciences

OPEN THE DOOR!
A MULTICULTURAL APPROACH TO THE FIRST-YEAR EXPERIENCE

Abstract

The bright promise of a world grown smaller is darkened by reports of ethnic cleansing and warfare. On university campuses, common learning and the traditional curriculum come under fire. If disputation could resolve such issues, universities would be prepared. But the controversy is deeply emotional, rooted in a conflict of cultures. It is most visible where diversity is high, as in urban centers. Nowhere is it more difficult to address than on campuses unaware of problems until overtaken by them.

Tax-supported universities have a special responsibility to meet the challenge of cultural conflict. They must respond to public concerns, yet maintain high standards. The Connecticut State University system identified this challenge as a priority in 1990 and developed Project IMPACT (Infusion of Multicultural Perspectives and Approaches to College Teaching), a program to recruit and train faculty leaders to "transform" the cultural context in freshman courses and others of their choice. This in a state that, like most of New England, has a population predominantly European in origin (87%) and a curriculum historically Eurocentric.

This paper describes and assesses early outcomes of Project IMPACT at Western Connecticut State University, with emphasis on the Freshman Year. Indications are that the program is replicable, providing a practical model for other institutions addressing multiculturalism as an issue and a goal.

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WESTERN MICHIGAN UNIVERSITY

From f2f to On-Line: Connecting the 101 Experience to the Campus and the World

Lynne C. McCauley, Ph.D.
Director
Center for Academic Support Programs

Marcia Mascolini, Ph.D.
Associate Professor
Department of Business Information Systems

Overview

When our freshman orientation course began twelve years ago, introducing students to word processing was an innovation. Now we have access to many other electronic resources that make our work easier and the students' experience more valuable. Computer-mediated communication (CMC) resources in particular have both enhanced and enriched instruction, enabling instructors to accomplish two goals: (1) to make the delivery of traditional modules such as the introduction to the library more efficient and interesting to students and (2) to help students take their first steps toward global communications by connecting them with their peers at other schools. Our presentation will demonstrate and review use of these resources in our 101 classes. At the end of the session, we will invite participants to match their students with ours to establish a student-to-student communications network beginning in fall, 1995.

Description

This presentation consists of four modules, each demonstrating or discussing use of computer-mediated communications in a Freshman Seminar course offered in 30 to 40 sections each fall term at a large (25,000 students; 2800 freshmen) state university classified in the Carnegie system as Doctoral I.

Module I: demonstration of an interactive, multimedia program on library use.

> "Welcome to the WMU Libraries" HyperCard stack is an interactive, multimedia video that introduces students to the on-line university library catalogue and databases. At the end of the instructional module, another module presents the student with a quiz. A passing grade on the quiz generates a personalized "diploma" as a reward.

Module II: discussion of the multiple possibilities for using electronic mail systems to engage students in different computer-based activities important to the 101 experience.

Journal keeping
Class accounts
Communication with instructor
Communication with each other
Accessing the on-line Writing Center
Accessing on-line academic advising
Participating in a CONFER or other electronic bulletin board

Module III: discussion of how other Internet resources may contribute to widen students' perspectives to national and international levels.

Using GOPHER to access local and national information, including locating student addresses at other universities

Using the WorldWideWeb to access information from across the globe

Module IV: program participant interactive session.

The goal of this portion of the presentation is to establish an international student-to-student electronic communication system between Western Michigan University and universities from other parts of the world. We want to link students for the purpose of cross-cultural exchange of ideas and information beginning fall term, 1995. All session attendees will be invited to participate.

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WPC

Academic Support Programs

FROM HIGH RISK TO HIGH RETENTION: A LOOK AT STRATEGIES THAT TRANSFORM SPECIAL ADMIT STUDENTS INTO SUCCESSFUL COLLEGIANS

Mary Ann Spatz
Assistant Director
Academic Support Programs

Traditionally, in the United States, students obtain admission to the college of their choice by presenting records of their high school performance and college entrance examination scores. Colleges admit students whose academic profiles most closely conform to their admission standards. Some high school students, however, do not meet the standards and yet have the potential to become successful college students with the aid of effective support programs. The William Paterson College of New Jersey has such a program.

Approximately one hundred students, or 10% of the freshman class, who enter William Paterson College each year are categorized as special admits. These are students who for various reasons do not meet minimal regular admission standards. Typical are those characterized as late bloomers and those whose college entrance examination scores or class rank are low despite their academic ability. Others may have artistic or athletic abilities but have not performed well academically. Historically, this cohort of students has had a very high attrition rate. These special admits presented a challenge to the institution, and their unique needs demanded new strategies to increase retention. William Paterson has developed and implemented a Sponsored Student Program that is successfully addressing the challenge and needs of this population.

Through the use of an admissions interview, jointly conducted by Assistant Directors from the Admissions Office and Academic Support Programs, the College screens candidates and assesses their acceptability to the Program. At this time, the students receive a thorough explanation of the program and terms that are stipulated in the admissions contract which accepted students will be asked to sign. Students' motivation, maturity, willingness to comply with the requirements of the program, desire to attend the College, and reasons for the low academic index are all factors that influence the recommendation for acceptance.

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Once accepted, the Assistant Director of Academic Support Programs becomes the Sponsored Students' Academic Advisor. She employs a variety of holistic strategies to ensure their academic success, including intrusive advising techniques, mandatory personal academic counseling, and referrals to tutoring and other support services on the campus. Through close cooperation with the athletic coaches, she offers a special outreach to assist the Sponsored Student athletes.

Sponsored Students enter the College as undeclared students, that is, students who are not in a major. They may "declare" majors after the first semester in which they demonstrate academic proficiency. Those who are unsure of majors or who need additional time to develop academic skills remain in the Program and are monitored by their Academic Advisor until they are ready to declare.

Clearly, this program services a highly diverse population of students, some of whom are disadvantaged in ways not easily categorized, the majority of whom, given the opportunity, perform successfully. Many progress slowly, but their abilities emerge as the students begin to raise their self esteem and view themselves as capable college students.

The success of this program is evidenced in a retention rate that is higher than both the regular admit and overall freshman cohort. Since its inception, first semester, first, second, and third year retention rates have been higher than those of the regular admit students.

Once the William Paterson College model has been presented, participants will be invited to share strategies from similar programs in their own institutions.

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Encouraging Faculty Involvement in First Year Programs: Freshman Orientation, Seminar on First Year Experience and Freshman Mentorship Program

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and
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Effective retention practices focus on improving university programs, services, attitudes, and behaviors, resulting in quality educational experiences for students, at the same time, in significant increases in enrollments. Successful institutions believe that ultimately student retention is a by-product of student success and satisfaction. As they market themselves honestly and effectively; strive to improve the quality of campus programs and services; put the most caring and competent faculty, advisors, and staff in frontline contact positions; and work hard at matching student needs with responsible services and support, they reap the benefits of full class rooms. When students find that their needs are being met, when we facilitate their success into their lives beyond the campus, education becomes a clear priority for them and they return to the campus. In short, retention is linked to student learning and the development of basic life competencies.

Freshman Orientation, Seminar on First Year Experience and Freshmen Mentorship Program at Winona State University are three distinct programs with common goals and objectives. The freshman orientation course, Introduction to Higher Education, is implemented at Winona State in the summer of 1994 and is first offered to the freshman students in the Fall of 1994-95 academic year. The seminar on first year experience is developed independently and offered at same time at the Residential College, a component of Winona State University. The freshman mentorship program at Winona State is proposed in the summer of 1993 and is currently in its second year.

A comprehensive orientation program is designed to facilitate the smooth transition of students into the academic atmosphere of the college or university. An orientation program is the first formal step in the continuing orientation process and includes opportunity to enhance both academic and personal development. The freshman orientation course at Winona State provides incoming first year students with an appropriate introduction to the university and fosters a sense of community among them. The new students meet with an appropriate role model, the student leader, and also with a faculty advisor, who serves as a mentor. The course is designed to introduce new students to the academic challenges presented by the university including the academic expectations of the university professors. The faculty advisor introduces the students to the methods of thinking, reasoning, and analyzing in his/her discipline or major area of study. The students are exposed to active-learning concepts, and encouraged to evaluate ideas. The course is one week long, comprehensive and brief. It provides new students a knowledge of computer and library usage in the campus, and an opportunity to meet and interact with the student leader and other members of the freshman group. The

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course consists of various sessions on academic and current issues, and entertainment. Students earns one academic credit towards general electives for graduation.

The Seminar on First Year Experience at Winona State is unique as it is originally developed keeping in mind the needs and expectations of a selected group of students that are admitted to the Residential College. These students have earned high ACT scores and receive special attention as necessary for high retention rate at the university.

The Freshman/Professor Mentorship Program is an agreement between the supervising professor (mentor) and the Freshman student (mentee). The educational content of the mentorship is based on professor needs and student educational goals. The Admissions office recruits freshman students to this program and coordinates activities of the students through the help of the supervising faculty. The primary purpose of assigning mentorships is to provide academically talented students the "hand on" skills and experience in their area of academic interest that may be used for future employment and/or higher study. The secondary purpose of the program is to build and strengthen a student intellectual community and to attract strong academic students to various disciplines at Winona State University. The freshman mentorship program along with other university scholarships has been an effective recruitment tool for the past two years and helped university to attract more national merit finalists. It provides a valuable experience for the freshman students and a significant contribution to the departments. The freshman mentorship program also helps prepare students to get involved in the Honors program in an appropriate discipline.

We both are actively involved in all of these three programs at Winona State University. The primary goal of this presentation is to share our experience, attitude, feelings and understanding about these important programs with the rest of the academic community. At the same time, we want to take an opportunity to encourage teaching faculty for getting involved in these or similar programs, and thus for making a difference to our academic environments. We will discuss how the freshman orientation course was developed and currently administered at Winona State University including the selection process of the student leaders and the faculty advisors for the course. It is, in our opinion, unique and it greatly benefits the incoming students to adjust with the difficult transition from a high school to a university. In this presentation, the first author will also describe the Residential College program and her personal experience with the seminar on first year experience program at Winona State University. Finally, we will present the mentorship program developed for freshman students including the cost, expectations, evaluation procedure, and results of the program assessment at Winona State University.

All three programs, Freshman Orientation, Seminar on First Year Experience and Freshman Mentorship, rely heavily on interaction and sharing. In recent years, these programs are becoming key components to recruitment and retention efforts at Winona State University.

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